



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

P.S.C. AND K.V.S.C. GOVT. COLLEGE

NEAR ITC, BOMMALASATRAM

518502

www.gdcnandyal.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

In the year 1967, Sri Pasupula Subbarayudu Chetty and Sri Kasetty Venkata Subbaiah Chetty, who were among the most affluent individuals in the vicinity of Nandyala, generously donated 30.74 acres of land at Bommalasatram in Nandyala with the noble intention of providing quality education imbued with ethical values to the underprivileged (disadvantaged) residents of Nandyal and the adjacent villages of Nandyal. The estimated value of the donated land at that time was one lakh rupees, signifying its considerable worth. This philanthropic initiative led to the establishment of the college in 1967, as per the provisions outlined in G.O.Ms. 1570 Edn. Dept. Dt. 20.07.1967.

In perpetual tribute to their benevolence, the college was formally designated as PSC & KVSC Government College in their honor. Under the auspices of their blessings, the institution has witnessed gradual expansion and attained recognition, securing 12F and 2B accreditations from the University Grants Commission (UGC) in 1972. It has since evolved into a commendable nodal resource center in the district of Nandyala. This co-educational establishment is affiliated with Rayalaseema University, Kurnool.

The college was accredited with B grade by NAAC with a grade point of 2.34 during the II cycle. Since its inception, the college has made steady progress in academic activities. It has been effectively serving the student community from all sections of society, particularly from rural areas. Its contribution is unique and significant in many ways. The college is ISO 9001:2015 certified for providing quality education.

At present, the college offers 6 UG courses. In addition to that, it also offers various add-on or certificate courses to enhance the employability skills of the students. It has good infrastructural facilities and has library resources in the form of books and journals. It also has good laboratory facilities for science departments. The college has given importance to enhancing employability skills for students through the Jawahar Knowledge Center (JKC) and creating social awareness through NSS, NCC, RRC, WEC, etc. Academically backward students are identified and taken care of by conducting remedial classes in all subjects. Special classes are conducted for all the students during the 7th hour. Admitted students are put under constant observation by following the ward counseling system in the institution so as to pay individual attention to each and every student. The college integrates technology into teaching and adapts to changes based on the demands of the global world.

The college demonstrates notable strength in sports and games, consistently earning accolades in various events held at inter-district, inter-state, national, and international levels.

Vision

MOTTO: “Will to learn wins knowledge” - *Sraddhavan labhathe Gnanam.*

VISION: ENHANCE, EMPOWER, PROMOTE.

Elevate the employability skills of undergraduates by fostering proficiency in critical thinking and communication, empower them with leadership qualities, and instill ethical values through a comprehensive and holistic educational approach.

Mission

Mission

- 1. Cultivate Adaptability in Students for Evolving Employability Skills:**
 - Foster a dynamic educational environment that equips students with the versatile skills needed to navigate and excel in an ever-changing job market.
- 2. Empower First-Generation Learners to Become Responsible Global Citizens:**
 - Enable first-generation learners to develop a global perspective and instill in them a sense of responsibility towards societal and global challenges.
- 3. Promote Self-Reliance Among Students:**
 - Encourage self-reliance in students by providing them with the necessary tools, knowledge, and mindset to confidently navigate challenges and make informed decisions.
- 4. Cultivate a Conducive Academic Atmosphere with an Emphasis on Ethical Learning:**
 - Establish an academic environment that prioritizes ethical values, fostering a culture of integrity, responsibility, and principled decision-making among students.
- 5. Employ Innovative Teaching Practices to Stimulate Intellectual Engagement:**
 - Utilize cutting-edge teaching methodologies to inspire and engage students intellectually, promoting a deep understanding of subjects and cultivating a passion for continuous learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Academic:

- Well experienced, permanent, qualified, competent, and dedicated faculty members.
- Having good infrastructure facilities
- The Active Internal Quality and Assurance Cell plays a major role in sustaining quality in all aspects.
- Remedial coaching classes are being conducted for slow learners.
- Continuous Internal Assessment and Ward Mentor System for the All-Round Development of Students
- Two NSS units and one NCC unit
- Willingness of the faculty to take on any administrative work
- JKC promotes employability skills among students.
- A virtual class room for collaborative learning
- 3 digital class rooms for effective online teaching
- SC & ST Book Bank Scheme
- MOUs with nearby colleges or institutions for the exchange of knowledge
- Acting as the Nodal Resource Center for organizing faculty development programs within the Nandyal District.

Human Resources

- 4 Master Trainers/Subject Experts in the APCCE Learning Management System
- All faculty members can act as BOS Chairman/members in UG courses at Rayalaseema University.
- 8 faculty members are PhD holders, and 1 faculty member is pursuing PhD.
- The total student strength was 763 during the academic year 2022–23.
- 227 students have been certified by Microsoft in FUNDA courses.
- 29 students got certified by the NASSCOM Mindmap BPS.
- One student, P. Anitha from B.Com was selected for Infosys.
- Awards and medals achieved by the students in games and sports
- Registered Alumni Association. Alumni contribute to the infrastructure development.

Physical Resources

The college has the following infrastructure facilities:

- Own buildings with eighteen classrooms.
- 26 acres of land with a play ground
- Six laboratories
- Botanical Garden
- Zoology Museum
- JKCLL lab
- Open Auditorium
- Virtual class room cum seminar hall
- 3-digital class rooms
- AP Skill Hub
- Auditorium with a capacity of 800.
- Books and Journals in the library

Financial Grants

- 1 virtual class room, 3 digital class rooms, and 2 class rooms under RUSA
- 1 Auditorium and 1 girls waiting hall along with washrooms under CSR funds
- Fee reimbursement is sanctioned for all eligible students by the state government.

Institutional Weakness

- Shortage of class rooms for the introduction of PG courses
- No separate JKC Lab (Placement Cell) for students to increase employability skills of more students
- Better hostel accommodations are required for female students.
- It requires the extension of toilets for boys.
- Improved academy-industry linkage is needed.
- Inadequate research facilities

Institutional Opportunity

- There is an increase in the pass percentage of students, which provides an opportunity for rural and backward students to pursue higher education.

- Employability skills are being offered and enhanced through JKC. Under this platform, Microsoft upskilling courses, TCS iON, and MINDMAP Certificate courses are offered.
- Through NCC and NSS, the students have been exposed to social awareness to stand by any problem in every walk of life.
- Staff members are provided opportunities to participate in seminars, workshops, conferences, refresher courses, and orientation courses.
- There is an opportunity to design indigenous modules for teaching add-on certificate courses.
- Opportunity for students in the preparation of competitive examinations
- Through the NRC, there is an opportunity to organize more Faculty Development Programs (FDPs),
- This college has a large playground and provides opportunities to participate at different levels, hence the opportunity for the promotion of sports and cultural events.

Institutional Challenge

- Due to the economically disadvantaged and predominantly rural backgrounds from which students originate, there exists a challenge in adequately preparing them for national and international-level competitions.
- To inculcate research potential in students.
- Generating funds and resources from external agencies for the promotion of research.
- The college encounters significant challenges when endeavoring to arrange symposia and conferences at the international level, particularly in terms of securing government funds.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

PSC & KVSC Government College is an affiliated institution that adheres to the curriculum set by Rayalaseema University Kurnool. The institution diligently complies with the academic calendar stipulated by the affiliating university, ensuring the effective delivery of its academic programs.

The college proactively addresses students' needs by offering add-on programs, value-added courses, and certificate courses aimed at bridging the gap between the prescribed curriculum and industry requirements.

The institution prominently showcases its Vision and Mission statements at easily accessible locations. Additionally, Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are disseminated to stakeholders for their reference and awareness. A comprehensive strategic plan for curriculum implementation has been developed, with a particular emphasis on Information and Communication Technology (ICT)-based delivery. This initiative extends beyond the regular academic curriculum to encompass co-curricular, extracurricular, and curricular activities.

Each faculty member is entrusted with responsibilities related to course content, course outcomes, and the identification of curriculum gaps. These responsibilities are aligned with predefined POs and COs, maintaining consistency with the college's Vision and Mission. The college promotes academic flexibility by offering a variety of elective courses to cater to students' diverse interests and career goals.

In the final year, students actively engage in field projects and internships, providing practical exposure to

complement their academic learning. Faculty members are encouraged to enhance their skills and knowledge through participation in Faculty Development Programs, Seminars, and Workshops organized by prestigious institutions. The institute collaborates with experts from established organizations to conduct skill development programs for both students and faculty.

To ensure a holistic feedback mechanism, all stakeholders, including students, parents, alumni, and employers, contribute valuable insights on academic performance and syllabus completion. At the commencement of each semester, faculty members are mandated to create a comprehensive course file containing course objectives, syllabus details, and a meticulous schedule of topics for the semester.

Moreover, the Training and Placement Department diligently facilitates student support through the coordination of internships and industry-oriented programs. This proactive approach aims to cultivate a smooth transition for students from the academic domain to the professional sphere.

Teaching-learning and Evaluation

A pivotal facet of the pedagogical approach at this institute lies in the faculty's capacity to instill enthusiasm, kindle passion, and stimulate the curiosity of students. A student-centric methodology is consistently applied throughout the teaching-learning process to augment the overall learning experience. The college strictly adheres to all admission policies outlined by Rayalaseema University when admitting students into the sanctioned seats. Admission of students falling under the reservation category aligns with the regulations stipulated by the State Government.

Furthermore, an Induction Program is conducted to acquaint first-year undergraduate students with the foundational principles of all subjects. The college demonstrates a commitment to identifying both swift and gradual learners, devising specialized programs to enhance their academic capabilities. Assignments are tailored to suit the proficiency levels of moderate learners based on their existing knowledge. Advanced learners are actively encouraged to engage in co-curricular and extracurricular activities, with study projects assigned and guidance extended for Post Graduate Common Entrance Test (PG CET) preparations.

Remedial classes are provided for slow learners, and their performance in each subject is continuously monitored. The institute employs experiential, participatory, and problem-solving methodologies to enrich the teaching-learning experiences of students. Digital classrooms equipped with Information and Communication Technology (ICT) facilities are utilized to facilitate more effective and efficient teaching and training.

A structured mentorship system is implemented, wherein mentors are designated to oversee groups of 15 students. Their responsibilities encompass monitoring the students' progress in internships and community service projects, as well as ensuring adherence to attendance, punctuality, and discipline standards throughout the internship period. Additionally, mentors provide guidance periodically, assisting students in navigating their academic journey and making informed decisions about their career paths. Students are afforded the freedom to approach their mentors for support regarding both academic and non-academic matters.

The institute is committed to ongoing development, regularly introducing new teaching methods, learning procedures, and evaluation protocols. The teaching schedule is meticulously aligned with the University's Calendar of Events, incorporating flexibility to devise and implement customized learning methodologies tailored to accommodate different learning paces for individual students (collaborative, individual, experiential, problem-solving). The student-faculty ratio is optimized to foster a conducive, student-centered learning environment. Comprehensive direct and indirect methodologies are implemented for the evaluation of program and course outcomes. The teaching-learning process undergoes continuous refinement based on the analysis of students' results and satisfaction levels.

Research, Innovations and Extension

The faculty is actively encouraged to engage in research within their respective fields. They are invited to submit project proposals and seek funding from external agencies to facilitate research, leveraging the intellectual and human resources available within the institution. Institutional support is extended to faculty members in the submission of research projects, involving flexibility in funding processes, provision of infrastructure, and academic assistance. The college promotes the dissemination of faculty research through publication in various fields and recognizes excellence through awards for the best journal paper, conferred by respective departmental faculty. This commitment to research significantly enhances the quality of teaching and learning within the institution.

To foster an innovation ecosystem, the college has established an incubation center and other initiatives for knowledge development and transfer. Workshops and seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative Practices are organized to enhance understanding and knowledge in crucial areas.

The college actively engages in Extension Activities, a form of education emphasizing community service. These activities aim to heighten awareness of community issues, gender inequities, and social injustices while instilling values and dedication to society. The institution organizes a diverse range of extension activity programs annually, fostering the development of students as well-rounded individuals. Opportunities for collaboration with academic institutions, industry partners, and other professional and social agencies are explored to enrich the educational experience.

Infrastructure and Learning Resources

The continuous development and enhancement of infrastructure is an ongoing process, aligning with the imperative for upgrades and additions that resonate with the evolving requirements of the system. Contemporary gadgets and peripheral infrastructure have been incorporated, and laboratories/blocks have been made available in accordance with specific needs. The facility boasts well-equipped classrooms, LCD projectors, computer labs, seminar halls, an auditorium, a library, a canteen, waiting rooms for girls, recreational spaces, safe drinking water, solar power panel facilities, and CCTV surveillance.

Recreational amenities such as a gymnasium and yoga center, along with sports facilities including kabaddi,

cricket, football, volleyball, table tennis, and badminton, are also provided. The library is compartmentalized into sections, namely the Reference Hall, Digital Library, Reading Hall, and Periodical cum e-resources. The library services are fully digitized, with online processes for book issuance and return facilitated through appropriate software. Internet facilities are accessible to students and faculty in the library from 9:30 am to 5:30 pm.

Two National Service Scheme (NSS) units and NCC unit are in place to guide students toward community service, fostering leadership qualities, democratic attitudes, and preparedness for emergencies and natural disasters. Hostel accommodations are provided separately for male and female students. The institute houses a health center providing medical services, including regular visits by a doctor and a staff nurse.

Spacious classrooms, seminar halls, and department-specific staff rooms characterize the institute's academic infrastructure. The science labs, including computer labs, are well-designed and adequately equipped with learning resources, supported by eight Wi-Fi broadband connections providing internet access throughout the campus.

The Canteen Committee conducts regular inspections of the canteen, ensuring infrastructure checks and maintaining hygiene standards in the kitchen and related areas to guarantee a qualitatively satisfactory food experience for students.

Student Support and Progression

85 percent of students admitted to PSC & KVSC Government College are drawn from socially and economically marginalized backgrounds, specifically belonging to Scheduled Castes (SC), Scheduled Tribes (ST), and Economically Backward Classes. Government-sponsored scholarships and reimbursement programs are applicable to this student cohort, with the funds being systematically deposited into their respective bank accounts annually under the Jagananna Vidya Deevena and Vasathi Deevena schemes of Andhra Pradesh. This initiative aligns with the overarching theme of "Education for All," emphasizing inclusivity and accessibility to education regardless of economic status.

In the pursuit of capacity building and skill enhancement, the institution has undertaken various initiatives. These include programs addressing soft skills, language proficiency, communication skills, and life skills such as Yoga and meditation. The college regularly conducts diverse programs focusing on the development of soft skills, group discussion, job-oriented training, and interview skills.

To ensure the timely redressal of student grievances, the institution has established a transparent mechanism. This comprises dedicated cells such as the Grievance Cell, Anti-Ragging Cell, and Internal Complaint Committee, each entrusted with addressing specific concerns.

Over the years, the institution has consistently organized sports and cultural events, resulting in students receiving numerous accolades. Additionally, the college boasts a registered Alumni Association, actively

contributing to the institution's development in various capacities.

Governance, Leadership and Management

PSC & KVSC Government College maintains a transparent administrative framework aligned with the institution's vision and mission. Critical decisions influencing the functions and objectives of the institute are deliberated and determined by the Staff Council, presided over by the Principal.

To streamline administrative responsibilities, the college has established 50 committees, each contributing to the decentralization of administrative tasks. These committees encompass a diverse range of functions, including but not limited to the IQAC Committee, Academic Activities Committee overseen by the Academic Coordinator, Admission Committee, Examination Committee, Eco Club Committee, Science Club Committee, Career Guidance Committee, Women Empowerment Cell, Anti-Ragging Committee, Grievance and Redressal Committee, among others.

The primary role of these committees is to facilitate the seamless operation of the college with regard to both academic and physical activities. They are tasked with initiating activities pertinent to their respective domains to address arising requirements.

The Internal Quality Assurance Cell (IQAC) oversees the quality of the teaching-learning process, evaluation systems, academic performance, and skill enhancement. Simultaneously, the Staff Council ensures the efficient operation of teaching and support systems, engaging in participatory practices and conducting regular meetings to assess teaching-learning processes, structures, methodologies, and learning outcomes at defined intervals.

The institute is dedicated not only to its academic advancement but also to fostering environmental sustainability through the adoption of green policies, energy conservation measures, waste management protocols, and water conservation strategies.

The institute consistently submits data to institutions such as AISHE, NIRF, and ISO on an annual basis. Additionally, Annual Quality Assurance Reports (AQARs) are routinely submitted to the Higher Education Institutions (HEI) portal.

Institutional Values and Best Practices

Institutional values and exemplary practices serve as crucial benchmarks for the enhancement of quality in education. The College places significant emphasis on instilling core values and principles among its students, promoting human values, women empowerment, gender equity, tolerance, harmony, and peaceful coexistence. Numerous programs addressing gender issues and women empowerment have been systematically organized.

The institution has undertaken various measures to contribute to energy and water conservation, environmental sustainability, tree plantation, and the maintenance of a green campus. Both the National Service Scheme Units and the NCC unit have been actively engaged over the years, organizing programs focused on institutional values, environmental protection, social service, and best practices.

Particular attention has been accorded to two major areas of innovation and best practices, namely, counseling services and the inculcation of human values through education. A multitude of activities has been undertaken to promote these best practices, including provisions for free medical checkups and financial assistance to those in need. The institution actively commemorates and organizes events for significant days, festivals, and occasions such as Republic Day, Independence Day, World Environment Day, International Women's Day, Vivekananda's Birthday, National Integration Day, Telugu Bhasha Dinotsavam, among others.

Recognizing education as a potent tool for transformative change, the institution is dedicated to providing quality and holistic education to all. Its overarching goal is to mould better citizens, enlighten minds, and empower individuals for a promising future—attributes that define the distinctive character of this institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P.S.C. AND K.V.S.C. Govt. College
Address	Near ITC, Bommalasatram
City	Nandyal
State	Andhra Pradesh
Pin	518502
Website	www.gdcnandyal.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N. SHASHIK ALA	08514-247755	9866247088	-	ndlg2.jkc@gmail.com
IQAC / CIQA coordinator	G. D. Rajender	-	9866399182	-	gdrcstut@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Andhra Pradesh	Rayalaseema University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-01-1972	View Document
12B of UGC	01-01-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near ITC, Bommalasatram	Urban	30.74	10000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Mathematics Physics Computer Science,	36	Intermediate	English	60	17
UG	BSc,Mathematics Electronics Computer Science,	36	Intermediate	English	40	6
UG	BSc,Botany Zoology Chemistry,	36	Intermediate	English	80	33
UG	BA,History Economics Political Science,	36	Intermediate	English	80	11
UG	BCom,Bcom General,	36	Intermediate	English	60	9
UG	BCom,Bcom Computer Applications,	36	Intermediate	English	60	55

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				19				12			
Recruited	0	0	0	0	14	5	0	19	5	4	0	9
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	14	4	0	18
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	7	0	0	0	2	0	9
M.Phil.	0	0	0	4	1	0	0	1	0	6
PG	0	0	0	4	4	0	4	1	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	530	0	0	0	530
	Female	218	0	0	0	218
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	105	115	115	83
	Female	36	54	54	27
	Others	0	0	0	0
ST	Male	17	7	7	12
	Female	3	4	5	2
	Others	0	0	0	0
OBC	Male	89	90	90	81
	Female	30	24	24	27
	Others	0	0	0	0
General	Male	19	14	14	4
	Female	6	4	4	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		305	312	313	239

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To cultivate the comprehensive capabilities of students encompassing intellectual, aesthetic, social, physical, emotional, and moral dimensions in an integrated manner, the college is offering
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	multidisciplinary subjects in addition to the regular curriculum in alignment with the National Educational Policy 2020. Commencing in the academic year 2023–24, these courses are introduced to align with the objectives outlined in the NEP 2020. Noteworthy among these multidisciplinary offerings are "Principles of Chemical Science" for BA students, "Principles of Physical Sciences" for B.Com. students, and "Indian History" for B.Sc. students. These courses are accompanied by clearly defined program outcomes and course outcomes, with established goals aimed at attaining these specified outcomes. PSC & KVSC Government College, Nandyal, presently offers a diverse array of programs structured within the framework of the Choice-Based Credit System (CBCS). The existing programs are: B.Sc. Mathematics, Physics, Computer Science B.Sc. Mathematics, Electronics, Computer Science B.Sc. Botany, Zoology, Chemistry B.Com General B.Com Computer Applications B.A. History, Economics, Political Science
2. Academic bank of credits (ABC):	The current infrastructure of the affiliated university does not encompass the mentioned mechanism. It is advisable that due consideration be given to the implementation of this mechanism in the future.
3. Skill development:	PSC & KVSC Government College, Nandyal, provides an array of skill development courses in accordance with the revised curriculum framework of 2020. These courses are tailored to specific academic streams, offering specialized training in various domains: For Arts Stream Students: • Tourism and Guidance • Social Work Methods • Financial Markets • Survey and Reporting For Commerce Stream Students: • Insurance Promotion • Business Communication • Logistics and Supply Chain Management • Retailing For Science Stream Students: • Electrical Appliances • Plant Nursery • Solar Energy • Dairy Technology • Poultry Farming These skill development courses are strategically designed to complement and enhance the academic pursuits of students in their respective streams.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The nexus of darsana, jnana, and vidya constitutes a fundamental triad within Indian knowledge systems. Language, as a repository of culture, tradition, and the collective history of a community, plays a pivotal role in shaping its identity. It serves as a unifying

force that encapsulates the essence of a community. The significance of language is underscored by the assertion that everything vital to a community is embedded within its linguistic expressions. The arts, as a vehicle of cultural expression, contribute significantly to the fortification of individuals' cultural identities. Engagement with artistic endeavors not only heightens awareness but also augments cognitive and creative capacities, ultimately leading to heightened individual happiness. The National Education Policy (NEP) underscores India's rich artistic heritage by referencing the 64 Kalas elucidated in Vanbhatt's Kadambini. Our educational initiatives encompass a diverse range of programs, including seminars, quiz programs, and group discussions, designed to cultivate a nuanced understanding of the cultural values embedded in literary works composed in the Telugu language. Furthermore, the Semester - 1 curriculum includes the Human Values and Professional Ethics course, which imparts cultural values. Celebrations such as Yoga day and participation in National Service Scheme (NSS) camps are deeply rooted in Indian traditions. These endeavors are aimed at ensuring that students cultivate a strong value orientation, an attribute invaluable in their professional pursuits. Moreover, our institution provides Telugu, an Indian language, as a secondary language in the curriculum. Furthermore, a bridge course in Telugu is organized at the commencement of the academic year with the aim of instilling Indian tradition and culture among the students. Observances like International Yoga Day, active engagement in the National Service Scheme (NSS) and National Cadet Corps (NCC) camps, and the provision of certificate courses in stress management through Yoga and self-defense mechanisms are firmly ingrained in the rich tapestry of Indian traditions. In summation, our approach recognizes the intrinsic connection between language, culture, and tradition, leveraging educational programs and activities to instill a profound appreciation for cultural values and ethical principles among students. This holistic approach is envisioned to equip students with a comprehensive understanding that extends beyond academic realms, fostering a well-rounded and culturally rooted perspective for their future endeavors in various

	industries.
5. Focus on Outcome based education (OBE):	In the contemporary landscape, there is a swift emergence of new understandings and knowledge bases. This institution responds to this dynamic environment by offering comprehensive programs in environmental studies and sciences. These programs are meticulously crafted in accordance with the principles of outcomes-based education (OBE), aligning with both regional and global requirements. The educational framework emphasizes clearly defined program outcomes, program-specific outcomes, and course outcomes. The instructional design of all courses adheres to a structured approach, encompassing the cognitive domains of remembering, understanding, applying, analyzing, evaluating, and creating. The institute demonstrates a dedicated focus on the principles of outcomes-based education (OBE) to ensure a robust educational experience. Beyond the acquisition of domain-specific skills, the educational paradigm at this institution recognizes the importance of cultivating broader attributes in students. This includes the development of social responsibility, ethical considerations, and entrepreneurial skills. Such a holistic approach aims to empower students to contribute meaningfully to the nation's economic, environmental, and social well-being.
6. Distance education/online education:	This institution is affiliated with Rayalaseema University, and as a result, it does not provide any distance education programs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been established in the college under the broad scheme of “systematic Voter’s education and electoral Participation Program(SVEEP)
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college has designated students' coordinator and coordinating faculty members. The Electoral Literacy Club (ELC) is actively functioning, and it operates with a representative character. The Electoral Literacy Club at PSC & KVSC Government College has established an Executive Committee for

	the 2023-24 session. The committee includes: 1. N. Sashikala - Principal (Convener) 2. N. Pradeep - Political Science Lecturer (Nodal Officer) 3. G. D. Rajender - Coordinator, IQAC 4. Dr. Y. Dastagiri - Faculty Member 5. U. Shireesha - 5th Semester (Student Coordinator) 6. M. Murali Nayak - 5th Semester (Student Member) 7. B. Nireekshana - 3rd Semester (Student Coordinator) 8. P. Madhavudu - 3rd Semester (Student Member) This committee has been formed to actively engage in electoral literacy activities and initiatives for the benefit of the college community.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) has implemented several innovative programs and initiatives to actively engage students in electoral processes and contribute to voter awareness. Some of the notable initiatives include: 1. Voluntary Contribution in Electoral Processes: • Encouraging students to voluntarily contribute to electoral processes by participating in various activities related to voter awareness and education. 2. Participation in Voter Registration: • Actively engaging students in voter registration drives, both within the student body and in the communities from which they originate. This involves facilitating the registration of eligible voters and creating awareness about the importance of voter registration. 3. Assisting District Election Administration: • Collaborating with district election administration to support the smooth conduct of polls. This may involve providing assistance during election events and ensuring the efficient functioning of the electoral process. 4. Voter Awareness Campaigns: • Organizing and conducting voter awareness campaigns to educate students and the wider community about the significance of voting, the electoral process, and the impact of civic participation. 5. Promotion of Ethical Voting: • Advocating for and promoting ethical voting practices among students and the community. This involves emphasizing the importance of making informed and principled decisions during elections. 6. Enhancing Participation of Underprivileged Sections: • Taking special initiatives to enhance the participation of underprivileged sections of society. This includes organizing specific outreach programs for transgender individuals, commercial sex workers, disabled persons, senior citizens, and other

	marginalized groups to ensure their voices are heard in the democratic process. The ELC is committed to fostering a sense of civic responsibility, promoting inclusivity, and contributing to the overall development of an informed and participative electorate within the college community and beyond.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has actively pursued socially relevant projects and initiatives, including the celebration of Voter's Day on January 25, 2023 and mock polling. Additionally, the institution organized an awareness program focusing on new voter registration, showcasing its commitment to advancing democratic values and promoting participation in electoral processes. A designated one of the rooms as "Democracy Room" for the regular display of voter education materials and the conduct continuous electoral and Democracy education (CEDE) activities throughout the year. A dedicated "Democracy Room" will offer a platform for students to learn, discuss, and participate in various aspects of our democratic processes throughout the year.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college has streamlined the voter registration process for students aged 18 and above by introducing a dedicated "New Voters' Registration" tab on its website. This online platform facilitates easy registration and serves as an accessible resource. Concurrently, the Electoral Literacy Clubs (ELCs) have conducted targeted awareness campaigns using posters, announcements, and workshops to emphasize the importance of voter registration. The institution has also institutionalized mechanisms, integrating technology to simplify the process and encourage civic engagement. Through these initiatives, the college is actively working to increase voter enrolment among eligible students, fostering a more engaged and participatory citizenry.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
713	860	801	783	814

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

2 Teachers

2.1

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

Response: 41

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	8	7	6	11

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13.29	8.37	4.83	9.42	58.06

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

PSC & KVSC Government College, Nandyal, falls within the administrative purview of Rayalaseema University, thereby establishing its affiliation with Rayalaseema University. Consequently, the college adheres to the University-designed curriculum for its undergraduate programs. The affiliating University constructs an Academic calendar outlining the commencement and conclusion dates of the semester, the duration of each semester, and the schedule for midterm examinations, along with the total working days.

Aligned with the University's Academic calendar, the Department of Internal Quality Assurance Cell (IQAC) formulates an Academic calendar and an action plan for curriculum delivery within the college. The IQAC focuses on the effective delivery of the curriculum, emphasizing teaching, learning, and evaluation. The Principal of the college engages in discussions within the staff council meeting to strategize the effective implementation of the curriculum. Each Department Incharge conducts department meetings, formulates action plans, and disseminates relevant documents to faculty members. All faculty members prepare semester curricular plans and teaching plans in a prescribed format provided by APCCE, Vijayawada. These plans adhere to the Academic calendar of the affiliating University and the action plan outlined by IQAC.

The IQAC, in collaboration with the Examination Committee, devises strategies for the implementation of continuous internal evaluation to enhance the quality of learning. The Principal convenes a meeting with the staff members to discuss various evaluation methods, and after necessary resolutions, the evaluation methods are finalized. Faculty internally assess students based on attendance, classroom activities, unit tests, assignments, and classroom seminars.

Since the academic year 2015-16, the University has introduced the semester system. Under this system, student evaluation at the college level involves two midterm exams for 20 marks each, a seminar presentation for 10 marks, and semester-end exams for 70 marks. Starting from the academic year 2021-22, the pattern of internal exams has been revised in accordance with the Standard Operating Procedure (SOP) provided by APCCE. Internal exam marks are now awarded based on student performance in midterm exams, attendance, involvement in clean and green activities, and participation in co-curricular activities.

The scheduling of internal assessment exams aligns with the affiliating university's academic calendar, and the pattern of these exams is communicated to students at the beginning of each semester.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 40.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
462	518	141	243	227

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

PSC & KVSC Government Degree College, Nandyal, maintains affiliation with Rayalaseema University, Kurnool, thereby adhering to the prescribed curriculum by the Andhra Pradesh State Council of Higher Education (APSCHE) and the affiliating university. Commencing from the academic year 2020–21, a comprehensive revision of the curriculum framework has been implemented, incorporating life skills and skill development courses such as Human Values and Professional Ethics (HVPE), Information and Communication Technology (ICT), analytical skills, environmental education, among others.

The college offers courses in Human Values and Professional Ethics, Environmental Studies, and Gender Sensitization as part of its commitment to holistic education:

- 1. Human Values and Professional Ethics:** Introduced for first-year undergraduate students, this course encompasses essential values such as education, harmony within oneself, familial harmony, societal harmony, and harmony with nature. It provides a foundation of value-based education, encouraging students to reflect on themselves, their families, and society, thereby contributing to character building.
- 2. Environmental Studies:** Integrated into the curriculum of first-year undergraduate students following the Choice-Based Credit System (CBCS), this course centers on topics such as biodiversity, ecosystems, environmental pollution, water conservation, rainwater harvesting, and related subjects. It aims to cultivate awareness and a sense of responsibility towards environmental sustainability among students.
- 3. Gender Sensitization:** The college houses a Women's Empowerment Cell comprising both staff and students. The committee organizes programs on occasions such as Women's Day and other commemorative events, fostering awareness and sensitization towards gender equality. These initiatives contribute to creating an inclusive and gender-sensitive campus environment.

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

1.3.2

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

Response: 55.68

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

Response: 397

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

1.4 Feedback System**1.4.1**

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 58.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	305	277	278	246

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
380	350	430	520	440

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 71.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	158	161	182	165

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	175	216	260	220

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

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 26.41

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

PSC & KVSC Government College, Nandyal, employs student-centric methodologies to enhance the overall learning experience of its students. Faculty members utilize experiential learning and participative teaching methodologies, incorporating various instructional approaches.

These methodologies include:

Arranging Guest Lectures

Assigning Study Projects

Organizing Field Trips and Study Tours

Facilitating Student Seminars

Conducting Group Discussions

Administering Quizzes

Facilitating Poster Presentations

Encouraging Peer Teaching

These diverse teaching methods aim to create an engaging and interactive learning environment, fostering a comprehensive understanding of the subjects and promoting active student participation in the educational process.

Science students actively engage in experiential learning through practical applications. Physics, Chemistry, Botany, and Zoology students conduct experiments in their respective laboratories, gaining hands-on experience in their fields of study. Additionally, students partake in field trips or study tours tailored to their curriculum, further contributing to their experiential learning.

Participative learning is fostered among students through activities such as quizzes, elocutions, group discussions, and poster presentations on subjects like ozone layer depletion, gender sensitivity, and anti-tobacco awareness. Students are encouraged and guided to actively participate in co-curricular activities, enriching their overall learning experience.

Furthermore, students specializing in Computer Science and Computer Applications are immersed in experiential and problem-solving methodologies. In their final year, they undertake project work, providing them with practical exposure and application of their theoretical knowledge. These methods aim to enhance the learning journey of students in these disciplines.

The departments within the institution offer a diverse array of certificate courses designed to facilitate participatory learning among students. Essential skills such as communication skills, soft skills, analytical skills, and general knowledge are imparted to students through the Jawahar Knowledge Center platform. These instructional methods are strategically employed to contribute to the holistic development of the students.

In addition, an orientation program (Deeksharambh) is systematically conducted for first-year students upon admission. The program serves to elucidate the various resources available within the college and instructs students on how to optimize their utilization for academic and personal development.

An exposition on the CBCS (Choice-Based Credit System) pattern, semester system, skill development courses, and life skills courses is provided, along with an elucidation of the Continuous Internal Assessment (CIA) pattern and model papers. Subsequently, each class or group is assigned a teacher mentor. The mentor employs a systematic approach to identify students falling into the categories of slow learners, moderate learners, and advanced learners, based on their performance in intermediate marks.

Special attention is dedicated to both slow and advanced learners. Remedial coaching is implemented for the benefit of slow learners, and assignments are tailored for moderate learners based on their existing knowledge. Advanced learners are actively encouraged to participate in co-curricular and extracurricular activities, with study projects assigned to them and guidance extended for PG CET.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 36.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	32	32	32

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 30.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	2	2	4

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

PSC & KVSC Government College, Nandyal, adheres to transparent mechanisms in conducting internal assessments. Affiliated with Rayalaseema University, Kurnool, the college aligns with the academic calendar provided by the university. The Internal Quality Assurance Cell (IQAC) formulates a plan of action for curriculum delivery and internal assessment in accordance with the academic calendar. At the commencement of the academic year, the principal convenes a meeting with the staff to discuss evaluation methods and internal exam schedules. Oversight of the examination process is managed by the examination committee, led by a senior faculty member.

The examination committee is responsible for preparing the timetable for internal assessment examinations, ensuring timely circulation to students and staff. Faculty members are assigned invigilation duties, and the examination committee oversees seating arrangements. Question papers, sealed by the respective subject faculty member, are submitted to the examination section a day prior to the exam. Upon completion of exams, answer scripts and absentee lists are sent to the relevant subject faculty.

Script evaluation is promptly undertaken by faculty members within a week, with marks and scripts displayed for student review. Marks are recorded in the departmental marks register, and a copy is submitted to the office examination section, which is subsequently uploaded to the university examination portal. The examination process is subject to monitoring by the principal and examination in-charge.

For addressing internal examination-related grievances, the college has an examination committee led by the principal, with a senior faculty member as the convener. Three faculty members and one office staff member serve as members. Additionally, a Grievance and Redressal Cell handles student grievances. The examination committee ensures that internal assessment examinations are conducted transparently, and after the evaluation process, students are provided access to their answer scripts and announced marks in the classroom.

In the event of a student dissatisfaction with the evaluation, such as errors in totaling or missing marks, they may seek clarification directly from their subject teachers. If further resolution is required, the student can approach the departmental authority. If deemed necessary, the paper may undergo revaluation, and the marks obtained in this process are considered final. This procedural approach underscores the college's commitment to efficiently addressing internal examination grievances. As of the present moment, no instances of such cases have been documented or reported.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

PSC & KVSC Government College, Nandyal, systematically identifies Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) at the inception of each semester. This process is initiated through a meeting convened by the principal, inclusive of all faculty members. COs are discerned based on the expected knowledge and skills acquisition upon course completion. Faculty members compile lists of COs, POs, and PSOs for their respective subjects, making this information accessible to students alongside the syllabus. Furthermore, these outcomes are disseminated on the college website.

To familiarize students with COs, POs, and PSOs, the Department of IQAC conducts an orientation program. Additionally, students are informed about the achievement of course outcomes upon successful graduation. Co-curricular activities, including guest lectures, field trips, study projects, and quizzes, are strategically planned based on COs, POs, and PSOs to maximize their attainment. Faculty members actively guide students in reaching their course outcomes.

Continuous internal assessment serves as a tool for teachers to gauge students' progress in achieving course outcomes. In cases where deviations are observed, teachers provide counseling to students, and remedial coaching is offered to assist slow learners in attaining COs. This formalized approach underscores the commitment of the college to ensure clarity, alignment, and effective attainment of educational objectives.

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

2.6.2

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

PSC & KVSC Government College, Nandyal, maintains affiliation with Rayalaseema University, Kurnool, and adheres rigorously to the syllabus provided by the university through the Board of Studies for the respective courses. The identification of Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) is directly derived from the prescribed syllabus. The successful attainment of course outcomes implies that students have acquired the necessary knowledge and skills and can apply them effectively in the future, substantiated by their engagement with the course content.

The college employs a comprehensive assessment approach, evaluating course outcomes and program outcomes through both internal and external assessments. External assessment is conducted via semester-end examinations, which are administered by the affiliating university. Internal assessment encompasses midterm examinations and various formative assessment methods, including quizzes, group discussions, field trips/study tours, clean and green activities, regular class attendance, and student seminars. This continuous internal assessment not only contributes to the holistic development of students but also aids in the achievement of course outcomes and program outcomes.

The semester-end examinations are orchestrated by the affiliating university, with timely communication of examination schedules and centers to students. Post-examination, the evaluation process is executed transparently, culminating in the declaration of results. Evaluation of COs and POs attainment is based on the marks and grades obtained by students. Students securing 90% or above are deemed to have attained all COs and POs, while those scoring between 70% and 90% are considered to have achieved them moderately. Students with scores between 40% and 70% are regarded as having attained COs and POs partially, and those with scores below 40% are deemed not to have attained COs and POs. This evaluative framework ensures a systematic and discerning approach to assessing the academic progress and achievement of educational objectives for each student.

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

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 57.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
136	185	127	89	124

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

2022-23	2021-22	2020-21	2019-20	2018-19
264	278	246	137	218

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response: 3.7**

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The main functions of the colleges are to participate in a triad of activities, comprising teaching, research, and extension. Research, as a primary academic endeavor, plays a crucial role in enhancing the institution's standing in the field of education. The collaborative endeavors in research and development pave the way for new avenues and contribute to the dissemination of knowledge, thereby promoting improved learning and teaching methodologies among faculty and students. Acknowledging the profound importance of high-quality research in advancing societal well-being, PSC & KVSC has conscientiously instituted an ecosystem devoted to innovation and the preservation of the Indian knowledge system (IKS).

This comprehensive ecosystem encompasses various components, including the establishment of a

Research Innovation Committee and an Intellectual Property Rights (IPR) Cell, alongside other programs specifically designed for the creation and transfer of knowledge and technology. The Research Innovation Committee functions as a monitoring body to oversee and advance research aptitude, with the aim of promoting research of superior quality that can be shared and disseminated within the academic community.

The effective functioning of the Research Committee has yielded significant outcomes, with 58 papers authored by faculty members published in reputable international and national journals. Additionally, faculty members have authored or edited 12 books or book chapters. The Committee has played a pivotal role in coordinating three workshops, providing a platform to facilitate the transfer of knowledge.

In conjunction with the Research Innovation Committee, the institution has established an Intellectual Property Rights (IPR) Cell. This specialized cell is tasked with fostering awareness of intellectual property rights among both students and faculty members. The IPR Cell actively conducts workshops, seminars, and other educational programs aimed at elucidating the importance of safeguarding ideas, inventions, and innovations. Furthermore, the cell collaborates with external entities, such as the Intellectual Property Office in Chennai, to organize Intellectual Property Rights Awareness Programs.

In conclusion, PSC & KVSC places a strong emphasis on research and innovation, as evidenced by the structured framework of its Research Innovation Committee and IPR Cell. These initiatives underscore the institution's commitment to advancing knowledge, technology, and the broader goals of the Indian knowledge system.

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

3.2.2

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

Response: 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	0

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.56

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	04	09	04

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

3.3.2

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

Response: 0.07

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	0

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

3.4 Extension Activities**3.4.1**

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

Response:

PSC & KVSC Government College, Nandyal, is home to various student committees, including two National Service Scheme (NSS) units, one National Cadet Corps (NCC) unit, a Red Ribbon Club, a Women Empowerment Cell, an Eco Club, and a Science Club. These committees collectively orchestrate a range of extension activities, engaging students to cultivate awareness and sensibility towards pertinent social issues. Each NSS unit has adopted a village, and as part of this initiative, special camps are organized in the adopted villages. During these camps, students conduct awareness programs on topics such as Open Defecation Free (ODF), cleanliness and environmental conservation, and financial literacy. NCC cadets actively volunteer in temples and government programs. The Women Empowerment Cell conducts activities focused on gender sensitization, particularly on Women's Equality Day and International Women's Day, fostering self-confidence among female students. The Red Ribbon Club organizes awareness programs, including rallies on HIV/AIDS, blood donation camps, and campaigns on Tuberculosis awareness, in collaboration with the Indian Red Cross Society.

The Eco Club is dedicated to environmental initiatives, conducting Clean and Green programs every third Saturday on the college campus. It also engages in activities such as Swach Bharat, Vanam Manam, awareness campaigns on Jal Sakthi Abhyaam, Rainwater harvesting, and actively involves students in campus beautification. The Department of Physics undertakes social responsibility by collecting rice from students and donating it to blind school children. They also organize Domala Pi Dandayatra. The

Consumer Club, on National Consumer Day, conducts a week-long series of activities to raise awareness about the Consumer Protection Act and consciousness regarding consumer rights. The Department of Commerce took the initiative to facilitate COVID-19 vaccinations (two doses) for both staff and students. Additionally, to promote health and hygiene, the department organized a week of free yoga classes.

These diverse activities serve to instill a sense of social responsibility among students, fostering interpersonal relationships and ethical values. This, in turn, contributes to the holistic development of their respective rural community.

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

3.4.2

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

Response:

S.No.	Name of the Lecturer	Year	Award	Received from	Service rendered
1	Dr.C.Ganganna, N.S.S.Programme Officer	2018	Mother Teresa Award	Government/ District Collector & SP, Nandyal	Blood Donation by NSS volunteers, Clean & Green program in NSS Adapted village
2	Dr.C.Ganganna, N.S.S.Programme Officer	2019	Best Volunteer	Government/ District Collector, Nandyal on Republic Day, 26-01-2019	Best Services in NSS Adapted village & Support to the poor Students
3	Dr.C.Ganganna, N.S.S.Programme Officer	2020	Mother Teresa Seva Puraskar	Government Recognised/ Manam Foundation, Kadapa District on 26.08.2020	For best Service
4	Dr.C.Ganganna,	2022	Social service	Government/	Blood Donation

	N.S.S.Programme Officer		Award by Collector	District Collector, Nandyal on 15.08.2022...	By NSS volunteers, Clean & Green program
5	Dr.C.Ganganna, N.S.S.Programme Officer	2022	Samaja Seva Puraskar World Human Rights Day	Government/ District Collector, Nellore, AP, on World Human Rights Day 10-12-2022	For best Service

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

3.4.3

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

Response: 29

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	14	4	1	3

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

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has the following physical infrastructure facilities in order to conduct an effective teaching and learning process through various departments:

- Located on 30.74 acres of land
- Approximately 10000 sq. m. of built-up area.
- Spacious 18 classrooms with fans and lights
- One virtual class room for collaborative learning
- Three digital classrooms for ICT based teaching and learning
- A virtual classroom can also be used as a seminar hall, with a 150-seat capacity.
- One physics laboratory, two chemistry labs, one botany lab, a botanical garden, a zoology lab, a zoology museum, and an electronics lab All laboratories are equipped with the required equipment.
- One computer lab for BCom students and one computer lab for BSc students 76 computers are available for students.
- One JKC cum English Language Lab with accessories serves the needs of the students to learn communication skills, analytical skills, and computer skills.
- One Principal chamber, Office room, NSS room, NCC room Physical education room, APSSDC room, Staff rooms for languages, Arts, Commerce and Science departments having one staff room each.
- Toilets for staff and students
- Library with nearly 30,000 books and journals.
- Girls waiting hall
- College canteen
- Partially Wi-Fi enabled campus.
- CC TV surveillance system
- Parking place for staff and students
- Open auditorium for conducting cultural events, yoga, and college functions.
- Auditorium with an 800-person capacity
- Gymnasium having 16 station gym
- Multipurpose play field

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

4.1.2

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

Response: 74.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.37	2.11	1.00	6.55	55.87

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The College Library serves as a dedicated space for study, teaching, learning, and research activities, catering to the academic needs of both students and faculty members. Spanning an area of 400 square meters, the library houses a comprehensive collection comprising 36,877 textbooks, inclusive of

reference materials. Equipped with four interconnected computer terminals, the library facilitates digital learning opportunities for students.

In an effort to enhance its resources, the College Library is in the process of registering for N-List, thereby aiming to provide electronic resources such as e-books and e-journals. Additionally, the library administers the SC-ST Book Bank scheme, ensuring that students belonging to Scheduled Castes (SC) and Scheduled Tribes (ST) receive the necessary textbooks for each semester.

Furthermore, the library features a dedicated section for competitive exams, housing a collection of guidance books for various competitive examinations. Notably, it also offers resources for post-graduation entrance exams. Operating within the time frame of 9 a.m. to 6 p.m., the library serves as a valuable hub for academic pursuits and research endeavors.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The institution has consistently modernized its IT facilities, including Wi-Fi, to align with the evolving needs of the entire college community. Currently, the college boasts eight broadband connections, each with a speed of 100 MBPS, strategically deployed to offer comprehensive Wi-Fi coverage throughout the campus via strategically positioned access points.

The IT infrastructure is enumerated as follows:

Computer Systems: 76

Laptops: 30

Wi-Fi, Access Points, and Switches: 4

Printers: 15

Scanners: 1

UPS: 1

CCTV Cameras: 32

This robust IT infrastructure ensures that students and faculty members have access to an efficient and high-speed network, contributing to a technologically enriched academic environment.

In addition to the aforementioned IT resources, the institution features two specialized computer laboratories. One laboratory is designated for BSc Computer Science students attending MPCs and MECs classes, while the other is specifically allocated for BCom Computer Applications. Furthermore, the college houses a JKC/English Language Lab, enhancing language proficiency and communication skills.

Moreover, the institution is equipped with a virtual classroom dedicated to collaborative learning and three digital classrooms designed for ICT-based teaching and learning practices. Notably, both the Computer Science Department and the Botany Department are equipped with projectors to facilitate ICT-based teaching methods. These resources collectively contribute to a technologically advanced and conducive learning environment.

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

4.3.2

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

Response: 9.38

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

Response: 76

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 6.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.00	0.9	0.14	0.06	1.27

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
510	725	721	620	601

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 9.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
325	0	0	30	16

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 6.3

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	7	7	18

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
143	200	132	147	156

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

5.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	3	2

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

5.3.2

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	1	1

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

5.4 Alumni Engagement

5.4.1

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

Response:

The PSC & KVSC Government College Nandyal boasts a registered Alumnae Association established in the year 2005, operating under the Andhra Pradesh Society Registration Act No. 35 of 2001, with the assigned Society No. 381 of 2005. This association actively engages in the developmental initiatives of the college. To enhance participation, all outgoing students are encouraged to register as PSC & KVSC alumnae by remitting a nominal fee of Rs. 50/-. The association leverages a dedicated WhatsApp group for planning and coordinating various activities.

Annually, the alumnae association convenes a meeting at the college, where discussions revolve around the institution's needs, encompassing both academic and infrastructural aspects. Subsequently, efforts are directed towards fundraising initiatives to contribute and donate essential infrastructure to the college.

In the academic year 2020–21, the 1990–93 BA batch of students exhibited exemplary generosity by donating 30 computer tables and 30 chairs to the Andhra Pradesh State Skill Development Corporation (APSSDC) lab, which was subsequently transformed into the BCom Computers Lab. Alumnae actively participate in providing valuable feedback on the curriculum, with each department facilitating the collection of feedback through the Institutional Quality Assurance Cell (IQAC).

To facilitate the registration process for those who were unable to register their names upon leaving the college, a dedicated web page has been incorporated into the institution's website. The link for uploading alumnae details is <https://gdcnandyal.ac.in/alumregform.php>, while the link for viewing alumnae details is <https://gdcnandyal.ac.in/aalam.php>.

In the realm of corporate social responsibility, the Adama Group of Companies has played a pivotal role by constructing an auditorium with 800 seats at a commendable cost of 40 lakh rupees. This auditorium stands as a testament to the corporate commitment towards social development and educational enhancement within the college premises.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

PSC KVSC Government Degree College, Nandyal, stands as a beacon of higher education, where institutional governance and leadership are intricately aligned with the institution's vision and mission. The college's commitment to excellence is evident in various institutional practices, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, active participation in institutional governance, and the formulation of comprehensive short-term and long-term Institutional Perspective Plans.

NEP IMPLEMENTATION:

The NEP, a landmark in the evolution of India's education system, envisions a transformative and holistic approach to learning. PSC KVSC Government Degree College has demonstrated a robust commitment to the principles outlined in the NEP. The institution has embraced innovative pedagogies, focusing on skill development, interdisciplinary studies, and learner-centric approaches. This alignment with the NEP reflects the college's responsiveness to the changing dynamics of education and its dedication to preparing students for the challenges of the contemporary world.

THE SUSTAINED GROWTH OF THE INSTITUTION:

The sustained growth of the institution is a testament to effective leadership and governance. Under the guidance of visionary leaders, the college has expanded its academic offerings, infrastructure, and research facilities. This growth has not only enhanced the quality of education but has also positioned the college as a hub for intellectual and cultural development in the region. The institution's commitment to excellence is reflected in its consistent efforts to adapt to emerging trends in higher education and provide students with a comprehensive and contemporary learning experience.

DECENTRALIZATION:

Decentralization is a key aspect of the institutional governance model at PSC KVSC Government Degree College. The college recognizes the importance of empowering various departments and units to function autonomously within a broader framework. This decentralization ensures efficiency, responsiveness, and accountability at different levels, fostering a culture of innovation and collaboration. By distributing decision-making responsibilities, the college promotes a dynamic and participatory governance structure that allows for the effective implementation of policies and initiatives.

PARTICIPATION IN INSTITUTIONAL GOVERNANCE:

Active participation in institutional governance is a hallmark of the college's leadership philosophy. The college encourages the involvement of faculty, staff, and students in decision-making processes through representative bodies, committees, and forums. This inclusive approach not only ensures diverse perspectives but also nurtures a sense of ownership and shared responsibility within the college community. The commitment to participatory governance enhances transparency, fosters a sense of belonging, and strengthens the overall academic culture of the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

PSC&KVSC Government College stands as an esteemed institution offering diverse undergraduate programs in Arts, Commerce, and Science. Committed to delivering high-quality education, the college attributes its success to the formulation and adept implementation of its Institutional Perspective Plan (IPP) and the efficient operation of institutional bodies.

The IPP serves as a foundational document outlining the institution's long-term vision, mission, goals, and objectives, serving as a crucial tool for planning, development, and evaluation. Rooted in principles of inclusivity, diversity, and excellence, the college's well-defined IPP results from a consultative and participatory process involving stakeholders such as faculty, staff, students, alumni, and the community. Identifying Strengths, Weaknesses, Opportunities, and Challenges (SWOC), the college aligns its goals with the overarching vision and mission.

Effectively deploying the IPP, the college has established various committees and cells, including the academic council, research committee, examination committee, library committee, sports committee, cultural committee, placement committee, financial committees, among others. Each committee is assigned specific responsibilities, working collectively to ensure the college attains its objectives.

The administrative setup of the college is characterized by transparency, efficiency, and effectiveness, with a well-defined organizational structure outlining the roles and responsibilities of faculty, staff, and administration. Adhering to merit-based appointment and service rules, the college follows UGC and Government of Andhra Pradesh guidelines for recruitment, with the Commissioner of Collegiate Education overseeing teaching faculty appointments and the Regional Joint Director of Collegiate Education, Kadapa, handling non-teaching staff appointments.

Guided by a robust code of conduct, faculty and staff are held to high ethical and professional standards. The college's procedures, including admission, examination, and evaluation, adhere to UGC and Government of Andhra Pradesh guidelines for academic and administrative processes. Additionally, the implementation of an online student feedback system enables students to provide valuable insights on various aspects of college life.

In summary, PSC&KVSC Government College has successfully deployed its Institutional Perspective Plan, ensuring the efficient and effective functioning of institutional bodies, and upholding a commitment to excellence in education and institutional governance.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

PSC&KVSC Government College is committed to ensuring the well-being and professional growth of its teaching and non-teaching staff through various welfare measures and avenues for career development. The institution adheres to the statutes of the State and Central Governments, implementing the following welfare schemes:

1. Social Security Measures:

- The college administers the APGLI (Andhra Pradesh Government Life Insurance) and GIS (Group Insurance Scheme) for the welfare and security of government employees. A mandatory contribution is deducted from employees' salaries for subscription.

2. Provident Fund and Pension Schemes:

- Employee appointed before September 2004 is eligible for the Government Provident Fund (GPF) and the Old Pension Scheme. Those appointed after September 2004 fall under the Contributory Pension Scheme (CPS).

3. Health and Medical Facilities:

- The institution provides medical reimbursement under the Employee Health Scheme (EHS) for employees and their dependents, following government norms.
- Gratuity and earned leave encashment are available at the time of superannuation.

4. Leaves and Advance Schemes:

- Various leave options, including Medical Leave, Child Care Leave, Maternity Leave, and Paternity Leave, are accessible to employees as per established norms.
- Non-teaching employees can avail themselves of the Festival Advance Scheme upon request.

5. Financial Support:

- Housing loan facilities are extended to employees in accordance with official guidelines.

6. Campus Security and Amenities:

- The institution operates an active Grievance Redressal Cell to address staff and student concerns.
- The campus is under 24-hour surveillance through 20 CCTV cameras.
- Pure RO water facilities are available throughout the campus.
- Spacious parking facilities cater to the needs of staff, students, stakeholders, and visitors.

7. Technological Infrastructure:

- The college provides technological support with 15 Wi-Fi access points offering 300 Mbps speed, facilitating e-learning for both staff and students.

Performance Appraisal System: Teaching Staff:

- The IQAC (Internal Quality Assurance Cell) evaluates teaching staff through a Feedback System, collecting annual input from students via a structured questionnaire.
- Self Appraisal Reports, submitted by faculty members with supporting evidence, are analyzed by the IQAC and the Principal. The API score is then submitted to the CCE (College Coordination Committee) for necessary action.
- Performance of contract and temporary faculty is assessed based on subject-wise pass percentages.

Non-Teaching Staff:

- Continuous monitoring of non-teaching staff occurs through informal inquiries and observations under the supervision of the Office Superintendent.

Career Development/Progression:

- Teaching staff under UGC Pay Scales are eligible for progression by meeting UGC stipulated conditions. Other staff under state government scales progress as per the existing service rules.

In conclusion, PSC&KVSC Government College ensures a comprehensive approach to staff welfare, performance appraisal, and career development to foster a conducive and supportive work environment.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

6.3.3

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

Response: 15.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	5	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Our institution has a robust structural mechanism in place for estimating annual financial requirements, ensuring effective use of resources, and maintaining financial autonomy. As a public-funded entity under the jurisdiction of the Commissioner of Collegiate Education, Govt. of Andhra Pradesh, we have successfully become a Nodal Resource centre college in Nandyal district.

Internally, the college has exhibited a proactive approach by capitalizing on its assets. Notably, the college ground has been judiciously utilized for various purposes, resulting in the mobilization of a substantial amount of 4, 57,000 lakhs from 2018-19 to 2023-24. This internal resource generation not only highlights the institution's innovative thinking but also underscores its ability to leverage existing assets for financial benefit.

Externally, the college has secured substantial funds through strategic partnerships and government initiatives. Under the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) 1.0, the institution has successfully mobilized an impressive amount of 2 crores for infrastructure development. This reflects the college's alignment with national educational development goals and its adeptness in accessing government funding for critical projects.

Furthermore, the college has secured an additional 4.08 lakhs for the SCST Book Bank, emphasizing its commitment to inclusive education and equitable access to learning resources. This external funding not only enhances the college's infrastructure but also contributes to the broader social objective of promoting education among marginalized communities.

Financial Resource Overview: The primary source of funds is derived from the fees collected from students during enrollment. The institution places a strong emphasis on the efficient use of these funds to meet operational needs and elevate the overall learning experience for students.

Leadership and Decision-Making: The Principal, serving as the Head of the Institution, oversees the mobilization of funds. Under the Principal's chairmanship, committees are constituted to discuss and assess the financial resources of the college. Resolutions are passed to ensure the proper utilization of funds, with a particular focus on infrastructure augmentation and the well-being of contingent staff and hourly basis teachers for non-sanctioned posts.

Major Financial Resource: The Additional Special Fee collected for Restructured Programmes serves as a significant financial resource for the institution. This fund is utilized to meet various requirements, including the maintenance of institutional infrastructure, remuneration for contingent staff, and payment to teachers engaged on an hourly basis.

Streamlining Government Funding: The institution diligently streamlines and regulates government funding for specific objectives. Funds mobilized through various agencies are allocated for purposes such as library aid, laboratory equipment, ICT infrastructure, software and internet charges, and repair and maintenance work. UGC Funding is secured for infrastructure enhancement, research initiatives, laboratory equipment procurement, and book purchases. RUSA funds worth of 2crore, released under component 5, contribute to infrastructural up-gradation, modernization, and digitalization of the academic environment.

Diversification of Funding Sources: In addition to government funding, the institution explores additional funding sources. Funds may be mobilized from CPDC, Alumni Association, philanthropists, and non-governmental organizations to support further developmental activities as needed.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Quality Assurance Cell (QAC) at our institution is committed to institutionalizing effective processes for the comprehensive development of our students. Upon admission, all new students participate in the Induction Programme organized by the Internal Quality Assurance Cell (IQAC). This program is designed to familiarize students with Continuous Internal Assessment (CIA), core subjects, Skill Development, Life Skill courses, co-curricular activities, and the various student support facilities available on campus. Additionally, students are briefed on the institutional code of conduct, which they are expected to adhere to.

To monitor and enhance students' learning outcomes, the IQAC conducts regular analyses of their performance throughout each semester. This enables the identification of both slow learners and advanced learners. For slow learners, remedial classes are organized to provide additional support, while advanced learners benefit from enrichment programs such as group discussions, seminars, quizzes, and debates.

Over the past five years, the college has established -- Memorandums of Understanding (MOUs), collaborations, and linkages with exceptional organizations, industries, and academic institutions. This strategic initiative has opened up significant opportunities for partnerships, enriching the educational experience for our students.

In recognition of our commitment to quality, the institution has achieved ISO certification for providing Quality standards in 2021 and Environmental and Energy Standards in 2021. In addition, these certifications reflect our dedication to maintaining high standards across various aspects of our operations.

The IQAC is dedicated to enhancing the effectiveness of the teaching-learning process, implementing structured methodologies, and ensuring the smooth operation of established frameworks. The institution devises its own academic calendar in alignment with the affiliating university's schedules. Faculty members are encouraged by the IQAC to inform students about Program Outcomes, Program Specific Outcomes, and Course Outcomes, fostering a comprehensive understanding of the programs and courses. The IQAC plays a pivotal role in strengthening Continuous Internal Assessment (CIA) and closely monitors its implementation.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**

4.Participation in NIRF and other recognized rankings**5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.****Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution has proactively embraced measures to champion gender equity and awareness, evident in its comprehensive policies and initiatives. One notable addition is the introduction of a self-defense course, specifically karate, designed to empower female students with essential skills for personal safety. This course not only contributes to the physical well-being of female students but also fosters a sense of confidence and resilience.

Recognizing the importance of providing inclusive facilities, the institution has recently constructed a dedicated ladies' washroom equipped with modern amenities. This newly established facility ensures the safety and privacy of female students, further enhanced by the inclusion of a sanitary napkin vending machine. The provision of this machine reflects the institution's commitment to addressing the specific needs of female students, promoting hygiene, and facilitating accessibility to essential resources.

In addition to these key provisions, the institution continues to conduct gender audits to evaluate and enhance its gender-related policies and practices. Awareness programs, facilitated through various initiatives, educate both students and staff on gender-related issues, fostering an inclusive and supportive environment. The utilization of technology, such as the Disha app, enables anonymous reporting of incidents, reinforcing the institution's commitment to a secure and respectful campus community.

Safety remains a paramount concern, as reflected in the institution's anti-ragging measures, health awareness programs, and orientation initiatives. The diverse co-curricular activities, including sports and cultural events, are meticulously organized to uphold gender equity, ensuring equal opportunities for all students. Celebratory events like Girls Child Day, Women's Day and Women Equality Day, serve to raise awareness about gender-related issues and honor the achievements of women.

Moreover, the institution recognizes the significance of providing spaces for female students to relax and interact. In addition to the gender-specific washrooms, a women's waiting hall has been established as a comfortable and inclusive environment. Yoga classes further contribute to the well-being of female students, emphasizing the holistic approach to education and personal development.

Tailored programs for female students, such as college-level initiatives, self-defense techniques, disaster management training, and the Spandana grievance redressal program, provide unique opportunities for skill development and self-expression. These initiatives underscore the institution's commitment to nurturing an environment where female students can flourish academically, socially, and personally.

In conclusion, the institution has implemented impactful measures to foster gender equity, awareness, and inclusive facilities for women on campus. These efforts have created a safe environment for all students, showcasing the institution's ongoing commitment to promoting gender sensitivity. Moving forward, the institution remains dedicated to sustaining and enhancing gender equity across all aspects of campus life.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities**Response:** C. Any 2 of the above

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

7.1.4

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

Response:

PSC&KVSC College in Nandayal is dedicated to fostering an inclusive environment by actively commemorating national and cultural events. The institution passionately engages in diverse activities, celebrating cultural, regional, linguistic, communal, and socioeconomic dimensions. From promoting communal harmony to ensuring socioeconomic inclusivity, the college actively participates in events that reflect its commitment to diversity. Additionally, sensitization activities underscore the institution's dedication to promoting constitutional awareness.

Student support services – NCC, NSS, WEC and Discipline Committee together serve as catalysts for building a harmonious ambience within the college. They instill values of discipline, social responsibility, and inclusivity, creating a positive atmosphere that extends beyond individual and collective endeavors, contributing to the overall well-being and unity of the college community.

National Voters Day is marked by awareness campaigns and activities encouraging students to understand the importance of voting, instilling a sense of civic responsibility. Constitutional Day is celebrated with workshops and discussions, enhancing students' understanding of constitutional values, rights, and duties.

National Unity Day is observed through events promoting unity in diversity, fostering a spirit of harmony

among students from diverse backgrounds. Hindi Diwas and Urdu Day are occasions where linguistic diversity is celebrated through language-related activities, promoting mutual respect among students with different linguistic backgrounds.

International Mother Tongue Day is recognized as an opportunity to celebrate linguistic diversity and encourage the preservation of native languages. The college organizes events to showcase the rich tapestry of languages spoken by its students.

Plantation drives, plastic-free and energy conservation campaigns, along with observing World Environment Day, underscore our institution's dedication to environmental responsibility. These initiatives not only raise awareness but actively engage students and staff in eco-conscious actions. By cultivating a sustainability-focused culture, our institution encourages responsible environmental citizenship, emphasizing the significance of collective efforts to preserve and protect Mother Earth.

Additionally, the college takes pride in commemorating the birth anniversaries of great personalities. These celebrations serve as occasions for students to learn about and draw inspiration from the lives of notable figures who have contributed significantly to society.

Through these diverse observances, PSC&KVSC College cultivates an environment that not only respects cultural, regional, linguistic, and communal differences but actively celebrates the richness that diversity brings to the college community. Moreover, the institution's commitment to constitutional awareness aligns with its broader goal of nurturing responsible and informed citizens among its students and staff.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – I

Title of the Practice: Ward Counseling

Goal: Counseling services are offered to students, facilitated by a dedicated ward counselor or teacher responsible for addressing both academic needs and personality development. This individual guides and supports students, particularly those facing academic challenges, by providing advice on overcoming

setbacks and encouraging them to successfully address any academic backlogs.

Context:

1. We address absenteeism by promptly notifying parents through phone calls and, when necessary, engaging in personal discussions with them.
2. Teachers also play a crucial role in keeping students informed about upcoming competitive exams and emphasizing their significance.
3. Some students face financial stress, leading them to take on jobs during their studies. In such instances, teachers provide counseling on the importance of completing their graduation and offer support in balancing academic requirements with work commitments.

Top of Form

Practice:

1. The counseling teacher compiles individual records of students for personalized guidance, encompassing both personal and academic aspects.
2. Typically, teachers gather and document data during the admission process, maintaining distinct registers and student profiles dedicated to counseling and future communication.
3. Counseling sessions address human values, personality development, academic performance, and moral values.

Evidence of Success:

1. **Improved Attendance Rates:** Monitoring and addressing absenteeism has resulted in a noticeable improvement in student attendance, reflecting the effectiveness of the counseling interventions.
2. **Enhanced Academic Performance:** Success in competitive exams and overall academic achievements serve as tangible evidence that the counseling efforts are positively impacting students' academic outcomes.
3. **Decreased Dropout Rates:** Success stories of students who initially faced financial stress but, with counseling support, managed to complete their graduation, indicating a positive impact on student retention.

Problems Encountered:

1. **Limited Time and Resources:** The counseling process may face constraints in terms of time and resources, especially if the student population is large. This could affect the depth and frequency of counseling sessions.
2. **Privacy Concerns:** Maintaining the confidentiality of individual student records and counseling sessions might be challenging, particularly if there are concerns about privacy breaches or unauthorized access to sensitive information.
3. **Resistance from Students:** Some students may be resistant to counseling or may not fully engage in the process, hindering the effectiveness of the intervention.

Resources Required:

1. **Dedicated Counseling Staff:** Having a sufficient number of trained counselors or teachers with counseling skills is essential for effectively implementing the ward counseling program.
2. **Data Management System:** An efficient and secure system for managing individual student records and counseling data to ensure privacy and easy retrieval of information.
3. **Communication Tools:** Adequate communication tools, such as phone systems and online platforms, to facilitate timely communication with parents and students.

Best Practice – II**Title of the Practice: Instilling human values through education**

1. **Goal:** Enhancing the standard of education.
2. Nurturing the comprehensive development of students by engaging both their intellect and emotions.
3. Establishing equilibrium between students and the community.
4. Cultivating a proactive social conscience.
5. Reassessing and promoting values awareness.

Context: Values encompass timeless concepts and guiding principles that foster desirable behaviors and positive patterns. Rooted in the Indian constitution, these values focus on cultivating a problem-solving attitude towards contemporary challenges. They promote a responsible approach to oneself and society, nurturing an ethical mindset, collaborative skills, and a profound respect for human rights. Honesty and sincerity stand out as fundamental human values.

Practice: Anything contributing to respectful and courteous behavior towards others enhances the values of consideration. Actions that extend beyond self-interest, inspiring sacrifice for the greater good, also play a crucial role. Emphasizing human values becomes imperative in the current era of globalization. These values can be categorized as Personal, Social, Moral, Spiritual, and Behavioral, each essential for instilling in the minds of students through education.

Evidence of Success:

1. **Improved Academic Performance:** Documented improvement in academic performance, as reflected in grades, standardized test scores, and overall educational achievements, indicating that the focus on instilling human values has positively influenced students' commitment to their studies.
2. **Positive Behavioral Changes:** Observable positive changes in students' behavior, such as increased empathy, respect, and courtesy towards peers and authority figures, demonstrating the successful integration of values into their daily interactions.
3. **Community Engagement:** Increased participation and engagement of students in community

activities and initiatives, showcasing the establishment of a positive relationship between students and the community as a result of the values instilled through education.

Problems Encountered:

1. **Resistance to Change:** Some students, educators, or parents may resist the integration of values into education, viewing it as an unnecessary departure from traditional academic priorities.
2. **Cultural Sensitivity:** Adapting values education to be culturally sensitive and inclusive, considering diverse backgrounds and beliefs among students, can be challenging.
3. **Teacher Training:** Ensuring that educators are adequately trained to effectively incorporate values into their teaching methods and curriculum, addressing potential gaps in their knowledge or skills.
4. **Assessment and Evaluation:** Developing appropriate methods for assessing and evaluating the effectiveness of values education, as traditional evaluation metrics may not fully capture the impact on students' character development.
5. **Limited Resources:** Insufficient resources, both financial and personnel, may hinder the implementation of comprehensive values education programs, including training materials, guest speakers, and extracurricular activities.

Resources Required:

1. **Professional Development Programs:** Ongoing training programs for teachers to enhance their understanding of values education and equip them with effective strategies for integrating values into their teaching.
2. **Curriculum Development Support:** Resources for developing or modifying the curriculum to incorporate values education, including guidance on lesson plans, educational materials, and interactive activities.
3. **Community Partnerships:** Collaborations with community organizations, religious institutions, and other external entities to enrich values education with diverse perspectives and experiences.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:**“Empowering Excellence: Nurturing Leaders, Fostering Holistic Growth”**

PSC KVSC Government College in Nandyal stands out prominently in the realm of academic excellence and leadership. Distinctively, the institution holds ISO certification, underscoring its commitment to quality education.

Our institutional policy revolves around student-centric education, prioritizing not only academic achievements but also placing a significant emphasis on fostering the holistic development of each student. This approach ensures that students are well-equipped to excel not only in their academic pursuits but also in various aspects of their lives. The ISO certification serves as a testament to our unwavering dedication to maintaining high educational standards, making PSC KVSC Government College a beacon of educational excellence in the district.

Group discussions, seminars, quiz programs, study projects, community service projects, internships, and field trips collectively contribute to the holistic development of students by addressing various facets of their personal and academic growth. These activities foster not only intellectual development but also social, emotional, and practical skills essential for success in academic and professional pursuits. Active participation in these endeavors enables students to evolve into well-rounded individuals capable of navigating the complexities of the modern world.

The integration of virtual classrooms and digitally-equipped rooms with Information and Communication Technology (ICT) tools in the college is a potent emblem of student empowerment. These technological strides not only transcend traditional teaching methods but also cultivate an environment that provides students with a dynamic and interactive learning experience, fostering a sense of control and capability in their educational journey. Our college successfully secured Corporate Social Responsibility (CSR) funds, utilizing them to construct an auditorium and ladies' washroom facilities. This strategic allocation of funds has had a profound impact on the student community, providing them with valuable resources and infrastructure to enhance their overall college experience. NCC, NSS, Red Ribbon Club, Cultural Club, and Eco Club contribute to students' development by instilling values such as unity, discipline, social responsibility, cultural appreciation, and environmental consciousness. These clubs provide platforms for students to learn, engage with the community, showcase their talents, and develop into socially aware and responsible individuals.

Promotion of Yoga and Yoga Certificate Course, Millets Cooking Competition, Medicinal Plants Exhibition initiatives collectively underscore our college's commitment to embracing and promoting the Indian knowledge system. By integrating traditional practices into various aspects of college life, we honor the cultural legacy of our nation and ensure that future generations continue to appreciate and benefit from these invaluable aspects of Indian heritage. The certificate course on self-defense, particularly in Karate, serves as a valuable investment in the safety, well-being, and personal development of female students. Beyond the physical skills acquired, it fosters empowerment, community building, and a commitment to creating a campus environment where everyone feels secure and supported.

As a District Resource Center and Nodal Resource Center, the college assumes a leadership role, guiding and collaborating with other educational institutions in the Nandyal district. The institution conducts diverse capacity-building programs, incorporating training sessions on key aspects such as Training of

Trainers for internships, Learning Management System utilization, and proficiency in English as a medium of instruction. These programs are designed to enhance the skills of educators and support staff. Furthermore, our commitment to excellence extends to serving as a reachable center in the district, ensuring accessibility for all stakeholders seeking educational guidance and resources.

PSC & KVSC Government College in Nandyal has established a Skill Hub with a focus on imparting industry-relevant skills to students. Under the aegis of APSSDC, the Skill Hub has received support for its infrastructure, including essential items like trainee chairs, tables, faculty chairs, CCTV, and other equipment, contributing to a conducive learning atmosphere. The lab and class setups are well-equipped to deliver quality training to students. The Skill Hub has initiated courses aligned with industry needs. Notably, the Junior Software Developer course in the IT-ITES sector, the course, in collaboration with Cogent, witnessed significant participation with 245 registered candidates, 30 enrollees, and 29 placements. Similarly, the Medical Records and Health Information Technician course in the Health Care sector. This course is offered, in partnership with Intent Health Care. Additionally, the college is actively involved in PMKVY 4.0, offering courses such as Assistant Technician Computer Hardware, Associate Data Entry Operator, IT Sales Tele caller Voice and Non-Voice, and Domestic Data Entry Operator. The ongoing efforts in these courses are evident from the registered and enrolled candidates; assessments conducted, and qualified candidates. Furthermore, the Skill Hub has been successful in achieving its PMKVY 4.0 targets, with courses like Assistant Technician Computer Hardware, Associate Data Entry Operator, IT Sales Tele caller Voice and Non-Voice, and Domestic Data Entry Operator, contributing to the development of skills in various sectors. Inaugurated on November 12, 2022, the Skill Hub has been instrumental in empowering students with valuable skills, facilitating placements, and contributing to the overall development of the community. The college's commitment to skill development is evident through its collaboration with industry partners, efficient course delivery, and the successful placement of candidates.

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

5. CONCLUSION

Additional Information :

- The institution instills a sense of importance regarding quality among its staff members, students, parents, alumni, and the local community.
- The institute facilitates continuous learning opportunities for both staff and students, allowing them to update their knowledge and skills to meet the demands of daily requirements and remain competitive.
- The college is conscientiously ensuring the optimal utilization of available resources.

The students' competencies are indicative of the institution's quality; therefore, emphasis has been placed on fostering communication and soft skills in conjunction with regular academic activities to ensure holistic student development. Given that a majority of the students hail from rural and economically disadvantaged backgrounds, the implementation of a ward counseling system has proven instrumental in fostering positive relations between students and educators.

In order to instill a sense of social responsibility, students actively participate in initiatives such as the National Cadet Corps (NCC), National Service Scheme (NSS), blood donation camps, and the adoption of nearby villages. The institute is committed to undertaking requisite measures to sustain and enhance quality, further facilitating blended education to better prepare students for responsible citizenship.

Concluding Remarks :

In accordance with the dates stipulated by the Commissionerate of Collegiate Education, the institution organizes Faculty Development Programs (FDP) with a specific focus on enhancing the proficiency of educators in English-medium instruction and the effective utilization of the Learning Management System.

The Andhra Pradesh State Skill Development Corporation (APSSDC) center was established with the primary objective of providing training in skill enhancement courses for various stakeholder groups.

In accordance with the National Education Policy (NEP) of 2020, students in their final semester are granted the opportunity to undertake internships in well-established industries.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :28 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>665</td><td>536</td><td>141</td><td>283</td><td>219</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>462</td><td>518</td><td>141</td><td>243</td><td>227</td></tr></table> Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.	2022-23	2021-22	2020-21	2019-20	2018-19	665	536	141	283	219	2022-23	2021-22	2020-21	2019-20	2018-19	462	518	141	243	227
2022-23	2021-22	2020-21	2019-20	2018-19																	
665	536	141	283	219																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
462	518	141	243	227																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 450 Answer after DVV Verification: 397 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.																				
2.1.1	Enrolment percentage 2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131	305	312	284	239

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
131	305	277	278	246

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
380	350	430	520	440

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
380	350	430	520	440

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	158	174	184	162

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	158	161	182	165

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
190	175	216	260	220

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
190	175	216	260	220

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	5	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	2	2	4

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
143	200	132	147	156

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
136	185	127	89	124

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
204	244	192	213	218

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
264	278	246	137	218

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	11	12	13	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	04	09	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	4	4	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	2	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	21	5	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	14	4	1	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years**4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.37	2.35	1.00	6.55	73.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

4.37	2.11	1.00	6.55	55.87
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.92	6.02	3.83	2.87	2.19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.00	0.9	0.14	0.06	1.27

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	16	17	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	7	7	18

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
204	244	192	213	218

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
143	200	132	147	156

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	0	6	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

2	1	0	3	2
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	0	2	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	1	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	11	5	20	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	5	1

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of students year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>748</td><td>901</td><td>835</td><td>775</td><td>799</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>713</td><td>860</td><td>801</td><td>783</td><td>814</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	748	901	835	775	799	2022-23	2021-22	2020-21	2019-20	2018-19	713	860	801	783	814
2022-23	2021-22	2020-21	2019-20	2018-19																					
748	901	835	775	799																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
713	860	801	783	814																					
2.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 45 Answer after DVV Verification : 41																								
2.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>13</td><td>8</td><td>7</td><td>6</td><td>11</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	13	8	7	6	11	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																					
13	8	7	6	11																					
2022-23	2021-22	2020-21	2019-20	2018-19																					

27	8	7	6	11
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3.1 **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13.29	8.37	4.83	9.42	75.37

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13.29	8.37	4.83	9.42	58.06