



**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

Higher Education - Non-professional UG Programmes - National Educational Policy 2020 - Introduction of four (4) year Honours Programme with an exit option after three (3) years in all University Colleges and its affiliated colleges from the academic year 2020-21 - Permission accorded - Orders issued

HIGHER EDUCATION (CE) DEPARTMENT

G.O.MS.NO. 46

DATED: 22-12-2020.
Read :-

Ref:APSCHE Lr.No.APSCHE/AC/CBCS-2019-20/Review,
Dated :22.09.2020.

-oOo-

ORDER: -

The Government of India has announced the National Educational Policy, 2020 with an objective to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Part II Chapter 11 clause 9 of the National Education Policy, 2020 recommends that *"The structure and lengths of degree programmes shall be adjusted accordingly. The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student. An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized Higher Education Institutions so that the degrees from an Higher Education Institutions can be awarded taking into account credits earned. The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the Higher Education Institutions"*.

2. The Review Meeting on Higher Education with all functionaries of Higher Education and Technical Education held on 6.8.2020, which was headed by the Hon'ble Chief Minister of Andhra Pradesh, has unanimously decided to introduce four (4) year Honours Programme with an exit option after three (3) years from the academic year 2020-21 and also decided that the students who opt to exit after three (3)

years will be awarded a UG Degree i.e BA/B.Sc/B.Com etc and students who complete four (4) years Degree Programme will be awarded an Honours Degree.

3. Among the many changes sought to be brought in by the National Education Policy, 2020, the duration of Undergraduate Programmes can be three (3) or four (4) years, with multiple entry and exit options.

4. The A.P State Council of Higher Education, in association with the academic experts of the Universities and Collegiate Education, has revised the syllabus of non-professional UG Programmes to be in effect from 2020-21 under Choice Based Credit System for its implementation in all the University Colleges and its affiliated colleges with the approval of the respective statutory bodies of the Universities.

5. After careful examination of the matter, the Government hereby decided to accord permission to the State funded Universities in the State of Andhra Pradesh for introduction of four (4) year Honours Programmes with ten (10) months of mandatory internship, with an exit option at the end of the 3rd year. Students who opt to exit after three (3) years will be awarded a U.G. Degree i.e BA/B.Sc/B.Com etc. and students who complete four (4) years Degree Programme with a rigorous research project in the major area(s) of study will be awarded an Honours Degree.

6. In view of the introduction of the four (4) year Honours Programmes, all three (3) year Honours Programmes are withdrawn from 2020-21.

7. The Universities in the State of Andhra Pradesh are requested to adopt the orders issued by the Government with the approval of their respective Statutory Boards for its implementation of the aforesaid orders in all the University Colleges and its affiliated colleges under their jurisdiction from the academic year 2020-21.

8. The Secretary, A.P State Council of Higher Education, Mangalagiri, Guntur District, the Special Commissioner of Collegiate Education and the Registrars of the State Universities shall take further action in the matter accordingly.

9. This order issues with the concurrence of the Finance Department vide their U.O.FMUOMISC/106/2020, (Compute No.1281610) dated: 16.12.2020.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

SATISH CHANDRA
SPECIAL CHIEF SECRETARY TO GOVERNMENT

To
The Secretary, A.P.State Council of Higher Education, Mangalagiri,
Guntur District.
The Special Commissioner of Collegiate Education, Govt.of A.P.,
Vijayawada.

// 3 //

The Registrars of the State Universities in Andhra Pradesh.

Copy to:

The Chairman, AP State Council of Higher Education, Mangalagiri,
Guntur District.

The Vice-Chancellors of the State Universities in Andhra Pradesh.

The P.S. to Hon'ble Chief Minister, Andhra Pradesh.

The P.S. to Hon'ble Minister for Education, Andhra Pradesh.

The PS to Spl. C.S to Govt., Higher Education Department.

The PS to Prl. Secty to Govt., Finance Department.

Law (B) Department.

S.F./S.C.

// FORWARDED: :BY ORDER//

SECTION OFFICER

ANNEXURE - I CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF ARTS

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Core Papers															
Major 1	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 2	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 3	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 1	Core -5							5	4						
Major 2	Core -5							5	4						
Major 1	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Hrs/W (Academic Credits)		27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work															
Extension Activities (Non Academic Credits)															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
Hrs/W (Total Credits)		27	22	29	24	29	25	30	27	30	24	0	12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).

ANNEXURE - II CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF SCIENCES

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Major 1	Core 1,2,3,& 4	4+2	4+1	4+2	4+1	4+2	4+1	4+2	4+1						
Major 2	Core 1,2,3,& 4	4+2	4+1	4+2	4+1	4+2	4+1	4+2	4+1						
Major 3	Core 1,2,3,& 4	4+2	4+1	4+2	4+1	4+2	4+1	4+2	4+1						
Major 1	Core -5							4+2	4+1						
Major 2	Core -5							4+2	4+1						
Major 3	Core -5							4+2	4+1						
Major 1	Skill Enhancement Courses (6 & 7)									4+2	4+1				
Major 2	Skill Enhancement Courses (6 & 7)									4+2	4+1				
Major 3	Skill Enhancement Courses (6 & 7)									4+2	4+1				
Hrs/W (Academic Credits)		30	25	32	27	32	27	36	30	36	30		12	4	4
Project Work															
Extension Activities (Non															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
Hrs/W (Total Credits)		30	25	32	27	32	28	36	33	36	30		12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).

ANNEXURE - III CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - B.Com., BBA, BCA etc.

Subjects	SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages														
English	4	3	4	3	4	3								
Language (H/T/S)	4	3	4	3	4	3								
Life Skill Courses	2	2	2	2	2+2	2+2								
Skill Development Courses	2	2	2+2	2+2	2	2								
Core Courses***														
Core	5	4	5	4	5	4	5	4						
Core	5	4	5	4	5	4	5	4						
Core	5	4	5	4	5	4	5	4						
Core							5	4						
Core							5	4						
Core							5	4						
(Domain Related) Skill Enhancement Courses**** (SECs)									5	4				
									5	4				
									5	4				
									5	4				
									5	4				
Hrs/W (Academic Credits)	27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work														
Extension Activities														
NCC/NSS/Sports/Extra Curricular								2						
Yoga						1		1						
Extra Credits														
Hrs/W (Total Credits)	27	22	29	24	29	25	30	27	30	24	0	12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).

A.P. STATE COUNCIL OF HIGHER EDUCATION

GUIDELINES FOR THE REVISED CHOICE BASED CREDIT SYSTEM CBCS (W.E.F 2020-21)

I. Preamble:

Choice Based Credit System (CBCS) was introduced, under the aegis of Andhra Pradesh State Council of Higher Education (APSCHE), at the insistence of the University Grants Commission, for the general undergraduate programmes, i.e., BA, BCom, BSc, BCA, BBA, UG Honours etc., by the affiliating universities in all government, aided and private degree colleges in the state of Andhra Pradesh in 2015 - 2016.

The system of CBCS has been in vogue for the undergraduate programmes in all the advanced countries for several decades and proved to be advantageous to the students of higher education because of its features like courses in place of papers, availability of diverse courses, scope for choice, weightages with credits, space for multiple kinds of teaching, learning and assessing methods which can effectively cater to the diverse needs of students.

As the existing CBCS would be completing five years by 2019-20, the APSCHE decided to revise and strengthen the scheme while addressing the following issues.

- a. Overcoming the shortages in the existing system.
- b. Consolidating the system in its true spirit by providing multiple choices in domain as well as general courses.
- c. Revising the curricular framework wherever needed.
- d. Orienting syllabus to the course outcomes as advised by UGC
- e. Updating of syllabus to match to the present needs
- f. Replacing papers with courses
- g. Introducing better skill-oriented courses to align with the emerging and employment areas.

For carrying out the above task, the APSCHE constituted a Committee for recommending revised curricular framework and updated syllabus of UG Programmes,

i.e., B.A., B.Com., B.Sc., BCA, BBA, UG Honours etc., under CBCS pattern from the year 2020-21.

Based on the recommendations of the Committee, the following Guidelines are formulated. These Guidelines of Curricular Framework with revised Choice Based Credit System comes into effect from the academic year 2020 – 2021, to be strictly adhered for all Undergraduate Programmes offered in Affiliated Colleges and Autonomous Colleges.

1. The Curricular Framework for UG – Arts; UG – Science and UG – Commerce are appended as Annexures – I, II & III respectively.
2. **Life Skill Courses:** There will be 4 Life Skill Courses in place of earlier 10 foundation courses with the same hours, credits and maximum marks. The objective is to inculcate the required simple life-long skills. While the course in 'Environmental Education' continued to be mandatory, in case of others, students can opt one out of three courses, unlike in the existing system, where no choice is being given to students.
3. **Skill Development Courses:** A new set of 4 Skill Development Courses will be offered with 2 hours of teaching per week, two credits, 50 maximum marks and only external assessment. These courses are intended to train students in broad-based multiple career oriented general skills, in Arts, Commerce and Science streams but open to all students. A wider choice is given to students as they can choose one course from a total of six courses (two from each stream).
4. The preferred departments for teaching LSCs and SDCs are appended.
5. To ensure accountability among the teachers teaching LSCs and SDCs courses, the workload of these is to be reckoned for the calculation of workload of teachers.
6. **Core Courses:** Three core courses of Domain subjects will be in the first three semesters, and the fourth and fifth courses will be in the fourth semester. Two domain SECs will be in the fifth semester. There will be uniformly five Core Courses in each Domain Subject in BA and BSc, and 15 in BCom.

7. **Skill Enhancement Courses:** Two Skill Enhancement Courses will be offered for each domain subject, in Semester V. The two Skill Enhancement Courses of each domain subject will be linked for a wider basic and practical experience to students.
8. Programmes like BCA, BBA, UG Honours etc. will broadly have a similar framework as prescribed for B.Com considering them as single major subject programme.
9. Table-1: Main Features of the Courses in the Revised Curricular Framework.

Subject/Course	Hours / Week Theory	Hours / Week Practicals	Total Hours	Credits	Max Marks Internal Assessment	Max Marks University Exam	Total
Life Skills Course	02	-	02	02	-0-	50	50
Skill Development Course	02	-	02	02	-0-	50	50
Language Subject	04	-	04	03	25	75	100
Domain Arts/Commerce Subject	05	-	05	04	25	75	100
Domain Science Subject	04	02	05	05 (4+1)	25	75	100
Mathematics	06	-	06	05	25	75	100

10. The four courses of LSCs, SDCs and three courses of Languages (as they exist now) will be offered in the first three semesters as shown in the table below. The detailed structure is shown in Tabel-2 below.

Courses of	Sem-I	Sem-II	Sem-III	Sem-IV	Sem-V
Life Skills	1 (02)	1 (02)	2 (04)		
Skill Development	1 (02)	2 (04)	1 (02)		
Language – 1	C-1 (04)	C-2 (04)	C-3 (04)		
Language – 2	C-1 (04)	C-2 (04)	C-3 (04)		
Domain Sub -1	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06)	SEC-1(06)

				C-5 (06)	SEC-2 (06)
Domain Sub -2	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06) C-5 (06)	SEC-1(06) SEC-2 (06)
Domain Sub -3	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06) C-5 (06)	SEC-1(06) SEC-2 (06)
Total Hours/Week	30	32	32	36	36

* Figures in parenthesis are hours per week of Core Courses of Science. In respect of Arts and Commerce Courses, the hours per week for Core Courses will be 5.

** SEC1 and SEC-2 in Sem-V are C-6 and C-7 respectively.

11. Teaching of two appropriate LSCs/SDCs are to be assigned to the language departments to mitigate the workload shortage for the language subjects, as being done in respect of Foundation Courses in the previous system. The workload for teaching LSCs and SDCs by the respective language department shall be reckoned while calculating their workload.
12. The syllabus was revised and updated keeping the Learning Outcomes in view for ensuring higher order learning and skills, a requirement in higher education. The Universities and colleges shall make certain that teaching, learning and assessment are outcome oriented.
13. In the affiliation system which imposes limitations in assessing students, the internal assessment is crucial in ensuring the right learning. Universities and colleges may strengthen the internal assessment without disturbing its flexibility.
14. Co-curricular activities play an important role in promoting experiential self-learning and field-based learning in students, especially in learning higher order skills. The measurable pedagogical activities can be a small part of internal assessment.
15. The respective Boards of Studies of the affiliating universities/autonomous colleges may modify the syllabus prepared by the subject committees as mentioned above to a limited extent, without disturbing the Frame work recommended above.
16. In view of the advantages of using ICT in teaching and learning, the universities and colleges may offer 'online courses' on extra credits. They may take into consideration the standardized online courses offered by various government/public agencies and also may design their own new online courses following due procedures.

17. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
18. The system of credit transfer facilitates students getting better training at appropriate places. The universities may discuss and develop a uniform system and guidelines in this regard across the state. The number of credits earned under credit transfer shall, however, be limited to a small number. APSCHE will issue separate guidelines.
19. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1st and 2nd years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
20. To make the students employable, an Apprenticeship / Internship / On the job training shall be undertaken by the students in the intervening summer vacation between the 2nd and 3rd years.
21. During the entire 6th Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.
22. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
I	01	Computer Applications	Computers
		Human Values and Professional Ethics	English/Telugu/Any Dept
		Entrepreneurship	Commerce
II	01	Information and Communication Technology	Computers
		Indian Culture and Science	History/Telugu
		Elementary Statistics	Statistics/Maths/Economics/Commerce
III	02	Health and Hygiene	Zoology/Botany
		Personality Development and Leadership	English/ Any Dept
		Analytical Skills	Maths/Statistics
		Environmental Education	Botany/Zoology/Environmental Sciences/Any Dept.

List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.

Sem	No. of Courses	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
I	01	Tourism Guidance (History) Public Relations (Pol Sci /English)	Secretaryship Insurance Promotion	Electrical Appliances (Physics) Plant Nursery (Botany)
II	02	Journalistic Reporting (English) Survey & Reporting (Economics/History) Social Work Methods (Pol Sci) Performing Arts (Telugu)	Agricultural Marketing Business Communication (English) Advertising Logistics & Supply Chain	Solar Energy (Physics) Fruit & Vegetable Preservation (Botany) Dairy Techniques (Zoology) Food Adulteration (Chemistry)
III	01	Financial Markets (Economics) Disaster Management (English /Telugu)	Online Business Retailing	Environment Audit (Chemistry) Poultry Farming (Zoology)



D.O Letter No.01/CCE/GDCS/AC-11/2022 Dated:07-07-2022

Dear *Principal!*

Sub: Academic Activities in Colleges – Implementation of National Education Policy
2020 - Enrichment of access, quality and future readiness – Reg.

Tamosama jyothirgamaya! I wish all the colleges a safe and secure Academic Year 2022-23. We are starting this academic year with abundant hope of a fair chance to re-build the COVID affected academic system. The NEP 2020, Revised Curricular Framework 2020-21 (APSCHE) have been come into force during the Pandemic times, Similarly the Revised Accreditation Framework of NAAC is also being implemented during the same era. Undoubtedly, the colleges, teaching and non-teaching departments are at the verge of facing the challenge of transforming the face of our Academic system in lines with the reformative norms, which inevitably makes our role as academicians and academic administrators a more challenging yet the path paving one. Besides, we always have been entrusted with the ultimate responsibility of moulding our students into the finest citizens who could be able to overcome the societal challenges and stand victorious in their lives. Therefore, in this Opportunistic Academic Year, lets pledge to fortify our work for the welfare of the colleges & our students.

It is said that "**Do not follow where the path may lead. Go instead where there is no path and leave a trail.**" Each college is exceptional with latent gifts in diverse fields. Lead your team to new heights with innovative approaches, inspiring confidence and instilling faith among staff and students. The accomplishment of any institute depends on its leader's ability to discover and coordinate the competencies of his/her team. The assets are to be recognized and honed to inspire & benefit students.

During my tenure, I have interacted & reviewed on various activities for enhancement of standards in colleges through visits, video conferences, workshops etc., once again I reiterate that all activities shall be implemented in colleges.

Teaching Learning Process (TLP):

"The TLP App" system that was introduced during the AY 2021-22 has already proved its worth in bringing in the necessary order to streamline the delivery of classroom (online/offline) instruction. It needs to be further strengthened with your sincere efforts towards regular monitoring of the usage of the app, reporting of classes, particularly of the deviated

classes which must be recouped, re-assigning the classes as per last minute modifications in the timetable etc.,

Continuous Internal Assessment (CIA):

“The Revised CBCS” which provided the students with multiple options to take up the courses of choice, and choice to exit from the UG programs at the end of each year warrants a necessity of keeping the undergraduates always ready to carry the credits they gain during their study. Seamless CIA can not only help achieve this task, but also reminds the students of their academic progress from time to time and guides them to attain gradual improvement during the course. The SOP issued for the CIA must be followed with sincere efforts towards the objective.

Community Service Project (CSP)/Internships:

Mandatory taking up of Internship by the students during every summer vacation and in the sixth (VI) semester is another welcoming reform that has been introduced to impart on field skills to the students unlike the previous academic system. The success of CSP implementation certainly lies in the dedication level of all the stakeholders, particularly, the Teacher/Principal, who actually hold a great influence on the disciples. It is a success to implement the CSP during the latest summer vacation. The same expected in the future with more fine tuning to standardize the norms for a flawless implementation as per SOP, already issued.

Courses and Admissions / SDGs GER & GPI:

The courses we offer have been reexamined to match the evolving needs for the expertise; accordingly certain new courses, that could potentially impart required skills to the students have been introduced. Market Oriented Courses (MOCs), Apprenticeship-Embedded courses are the best examples of such courses. Since the beginning is not the success but accomplishment is, we need to improve the admissions into all the courses with tireless follow up. Full sections absorb the maximum of our efforts, and we could gift the society with more successful individuals in the form of skilled students. As a Govt. run department, we simultaneously have to align our work in reaching the “Sustainable Development Goals”(SDGs) set up by “NITI Ayog”. Increasing our contribution for the Gross Enrolment Ratio (GER), Gender Parity Index (GPI) of the Nation as well as that of our State, in the form of increased admissions, particularly of women, is the key to be noted here. I expect you carry forward the job well on your shoulders.

Curricular Plans and Lesson Plans:

No task is achieved successfully without an implementation plan, most importantly, the academic tasks. The curriculum needs to be delivered continuously in a phased manner, periodically’. Preparation of appropriate curricular plans (semester-wise), and Lesson-plans (topic-wise) is the compass of a teacher. Ensure that they are well planned and regularly implemented keeping in mind of the academic calendar, available choices and flexibility of implementation and content delivery.

Skill Enhancement activities:

Fortunately, the new CBCS have incorporated some highly useful life skill courses (LSCs) and Skill Development Courses (SDCs) as credits earning courses which are equal to the core courses when viewed as credits. The CCE has been very particular in imparting the skills to

students in line with the available LSCs & SDCs. In order to make the necessary content available to all the colleges, the task of content generation at state level has been already taken up. I wish that you all would contribute accordingly and use the generated content to the best possible extent for the maximum benefit.

Jawahar Knowledge Centers have been helping students in securing employability skills and placements. JKC's have emerged as broad-based Career Guidance Centres (CGC) and has spread its reach to all the students. Lecturers trained on various platforms shall put all kinds of efforts in imparting productive training & skills to students. Colleges should ensure that the benefits of courses from Spoken Tutorial, Cisco, TCS etc., should reach all students. JKC should instill confidence in students that training will facilitate and enhance the chance of getting placed in the campus drives. Regular organization of training programs on employable skills and inviting companies for campus placement drives should be practiced as a calendar for every batch.

Use of ICT in classroom:

Teaching has never been challenging before as it was during the times of the Pandemic. On a positive note, it has made us realize of the omnipresent ICT tools and Open Educational Resources (OER) which are not only alternative to the classical pedagogical methods of teaching but also enriching to the pedagogy. In such a scenario, it is so timely to adopt to the ICT-enabled teaching tools. List out those ICT tools which are useful to you, sensitize all the staff on the usage, organize demonstrative sessions to students and staff, encourage the hesitant and conventionally stuck group of teachers to come forward to embrace the revolutionary changes that have been happening in the ICT enabled teaching at a rapid pace. Otherwise, the resulting loss would be very huge to our students and the institutions. I expect that you never let it happen.

Learning Management System (LMS) & LMS Content Generation:

Another important initiative of CCE is the establishment of common and open LMS facility for all. Already more than 3000 video lessons are kept available in almost all subjects in our CCE LMS portal. Their value is only realized when utilized by our students and yielded better results. The CCE is also launching the second phase of LMS content generation which needs the best support from our teachers. It is noteworthy to appreciate the teachers who contributed to phase-I of LMS. There is no further greatness if only the technology adopted teachers are contributing to LMS, it becomes an achievement when the staff acquire the required skills and generate the content with self-motivation. Along with video lessons, material, online assessment – quiz, short questions etc., are made available on the portal to which many more will be added in the second phase. The systematic use of LMS will bring its vast potential to the fore. Use the resource to the maximum extent. Please be a driving force.

Research Publications, Patents & Intellectual Property Rights (IPR):

You all are aware that success is measured in terms of quality and quantity in the modern era. The number of publications and patents filed to the credit of our staff and the colleges could advocate for our intellect. I invite attention to the least progressed but highly precious aspect of

academics i.e., Research. Bestow personal attention on establishing Research and Development Cells (RDCs) as mentioned in the SOP issued by CCE, functioning of the RDCs, research activities undertaken by staff and students, their outcomes from time to time in the form of Research Publications, Filing of Patents etc., It is noticed that several institutions have organized workshops on IPR with the help of National Intellectual Property Awareness Mission (NIPAM). Use the precious knowledge gained for the purpose of rising the standards in research activities and research-based teaching.

Governance, e-Office, and Leadership:

In the modern era of e-Governance, it is inevitable to communicate office files through e-Office. Minimize the use of physical files gradually and reach to a level of cent percent e-Office communication of office files through constant attempts in acquainting the procedural expertise. While the transparent and trackable system of e-office is available, it is retrospective to use the physical file system. Arrange training programs for office staff or encourage them to undergo such training programs duly following the procedures. With the help of staff council, the principal may frame administrative policies which help to take quick and firm decisions for the benefit of stake holders.

I would like to reiterate that the principal of the college shall act as a leader under all circumstances. It is inappropriate to know that the staff are not serving as per the orders of the principal. Unless in a few exceptional cases, principal shall act swiftly to resolve the issues arise in the college and put the staff to work as per the norms. Stand as an example, show the path, and others do follow. It is only when the path is unclear, the followers do scatter.

Student support activities

Grievance and Redressal Cells must be strengthened and be timely functional. This gains confidence of our students and other stake holders which is highly essential for the growth of the colleges.

Career Guidance & Placement Cells, functioning alongside the JKC, or independently are another channel for working towards for the benefit of student career progression. Don't maximum placements gain maximum job satisfaction and increase our reputation!/? Strengthen the efforts for the same.

Women Empowerment Cells (WEC) were established in all Degree colleges of AP. The empowerment of women is vital and increases their ability to influence changes and contribute to a better society. WEC ensures the attendance of girl students in the college regularly and focuses on health care, women related issues, access to Higher Studies and employability skills for girl students. This would also have a huge impact on women admissions. Never shall there be a lapse in attending women specific issues. Utilize the services of best women staff and address all the women grievances amicably.

On the other hand, we also have Red Ribbon Club (for promoting blood donation through blood donation camps), Consumer clubs (for creating awareness on consumer rights of the public), Eco club (to protect & promote green environment), Cultural club (for the conduct & promotion of cultural activities) etc., Steer them towards the intended goals.

DRCs to function effectively:

DRCs are established in 26 identified colleges of all districts, interconnecting all Government Colleges. The resources and expertise in the district are pooled and shared for the benefit of the students and staff. DRC is a fruitful platform to conduct programs, like faculty trainings, seminars, workshops, lectures, student centric activities etc. The resources need to be used by all colleges innovatively. It is the high time to top up the scarce resources of the colleges for the larger interest of students through this platform. Develop DRC to a highly appreciable standard with collective efforts.

Academic and Administrative Audit:

To improve the functional efficiency of colleges, observe the conduct of academic activities, promote accountability and professional competency of the staff. Academic Audit is initiated at lecturer and institutional levels covering all aspects of the institution like curricular, co-curricular and extra-curricular activities. The Audit report provides scope to improve the performance of the college and all colleges should take necessary measures and send compliance reports to the department.

Academic Formats on institutional plan, curricular plans, college activities, teaching notes, teaching diary, student progression and remedial coaching etc. have been redesigned to assure uniform maintenance of records of all activities in Degree colleges. Recording activities regularly and documenting them all evidence is vital for NIRF, AISHE, and NAAC assessment.

Websites – Timetable, AA, CSP, all other details:

College website is the live image of our performance. Dynamic college website shall reflect the information on academics and college activities which shall be regularly placed on the college website. The SOP issued for the purpose shall be scrupulously followed. Then only the fruits of maintaining a dynamic website could be reaped. Every department of the college must be able to update the college website with the latest information without delay. Doesn't it ease the burden of gathering all the information and uploading at once? Think wiser and adopt to the latest trends in assessment and accreditation procedures which are based mainly on the college website.

Quality Assurance:

It's a boon for the institutes to have an Internal Quality Assurance Cell (IQAC). Quality education is the motto of our department. A good academic institute should get recognition from students, alumni, and society. At the same time, the college must secure a reputable grade from NAAC. All colleges due for NAAC assessment should submit AQARs, IIQA, and SSRs to NAAC on time; college should submit IIQA before six months of the grade expiry and submit SSR through online as per the revised accreditation framework (RAF). A well functional IQAC is the heart of all these duties. Strengthen and look after regular IQAC initiatives with strong & continuous faculty support. I wish many more colleges do get "A" grades by improving the performance and upgrade into Autonomous and CPE colleges

Utilization of Resources Available – Libraries, Laboratories, Digital Classrooms (DCs) and Virtual Classrooms (VCs):

Continuous follow up has been made with respect to the uplifting of infrastructural facilities at the colleges by CCE, which resulted out in procuring the facilities of DCs and VCs in

most of the Institutions. Aren't those facilities very valuable and strengths of our teaching tools!? Digital and virtual classrooms will make education interesting, dynamic, innovative, and thoroughly inspiring. Please utilize the facilities to unravel the full potential of your teaching staff. I wonder why not the VCs are regularly utilized to share the expertise of our teachers to other institutions which lack such staff. Make a difference! DRCs can put these facilities to the best use by supplementing classes where there is scarcity for teachers in certain subjects.

Time spent in library by students and staff measures the interest they have towards academics. Use and enrich the facilities to the fuller potential. Similarly, the laboratories which impart the essential practical knowledge to students must be made the centers of skill training. Libraries and laboratories could be the places where students spend most of their times. After all, learning is so much fun. Make it flourish so.

Extension activities – (NCC, NSS):

Happy to see that some colleges carry out extension activities regularly. All the colleges are expected to have incorporated the schedule for Extension activities in the college calendars and to follow the calendar with utmost care. This part of our job is also intended to outreach the public, gaining fame for us. At the same time, our students would get good exposure to the conduct of such activities, when planned in a student-centric manner. Plan and execute as maximum as you can, without compromising on the quality. National Cadet Corps (NCC) and National Service Scheme (NSS) do play a huge role in conducting these activities. If not already having or when there is scope for additional units, apply for the grant of NCC and NSS units. When considered the role of NCC and NSS in instilling discipline to students, the most obvious objective of personality development of our students could easily be achieved. Never to ignore that these units are assets of the colleges and do attract more admissions.

Maintenance of Infrastructure & Campus:

As I frequently mention in the review meetings, we spend more time at our workplace next to our homes. Our workplace must not be disowned and not be expected to be maintained by some others. Keeping in mind of the difficulties we face to procure such facilities, maintain the institutional assets as we maintain our own. Recording of the usage of all the facilities in logbooks, regular cleaning, calibration of the equipment etc., are also an integral part of our duties. Do regularly monitor the maintenance, if not already doing. Cleanliness is Godliness. It is our responsibility to create congenial and hygienic environment in colleges to help students receive good education and to keep them healthy. The colleges shall take necessary measures to keep the college and its surroundings clean and healthy and provide basic facilities like drinking water and sanitation to students. Surprise inspections will be conducted at any time to check the cleanliness and maintenance of colleges.

Physical Education (Games, Sports & Yoga):

Nevertheless, Games & Sports are indispensable part of youth development. As the youth harboring platforms, the scope of our institutions in promoting the local talent, besides instilling healthy habit of practicing physical exercises and Yoga is endless. Encourage your students and staff through the physical education department and promote physical activities. Ensure participation in all possible competitions and tournaments. Participation is primary to winning. Academic excellence & recognition is well complemented with talent promotion which eventually fetches fame to our colleges.

Green Initiatives:

Lot of attention has been bestowed upon taking up of green initiatives as need of the hour in the days of environmental imbalance/crisis. Why don't we adopt and gain momentum towards such best practices as prescribed by NAAC? Take all measures to save energy as maximum as possible, to use alternative energy sources like solar energy, to implement plastic free campus, to recycle the waste including the biohazardous, and e-Waste. Evolve with the world for a better tomorrow. Lead our stake holders to carry forward the initiatives into the society.

Updating Institutional Data on MIS:

Management Information System (MIS) is a system harboring the entire data/information of any department enhancing the quality of management and growth of the organization by providing timely, accurate and meaningful information for planning, organization, and control various administrative issues.

The department has initiated Management Information System, designed, and developed by the Academic Cell. This portal provides a single-window solution for most of the official data requirements. Data of Government Degree Colleges and Aided Degree Colleges must be regularly uploaded with utmost accuracy to the portal. It is unusual for higher education department to find erroneous data in MIS. Data must better be verified on paper, signed by the principal prior to uploading the data. Such on-paper document must be preserved to avoid mismatching of data upon verification or at a later stage.

Standard Operating Procedures (SOPs):

Some SOPs have been devised and circulated to the colleges viz. roles and responsibilities of TLP coordinator, Admission strategies, submission of NAAC AQAR/SSR, Running canteen facilities, CIA, maintenance of websites, Extracurricular activities, establishment of RDCs, enhancement of GER & GPI, Community Service Project, code of professional ethics, roles, and responsibilities of the staff members. These SOPs could be used for the smooth, hassle free and meaningful conduct of various regular and highly essential core activities of the colleges. After issuance of such SOPs any deviations, ignorance, or other excuses in follow up could be avoided which is very much anticipated by CCE.

Further on, I would like to see considerable improvement periodically from now onwards. Since there is no scope for lackadaisical attitude in this regard at any level, once again I urge you to be the driving force in this everlasting and holy journey towards excellence.

I wish you all the best in all your endeavors.



Dr. Pola Bhaskar, IAS

**Proceedings of the Commissioner of Collegiate Education:AP: Mangalagiri
Present: Dr.Pola Bhaskar, IAS**

Rc.No: 6/LSC_SDC/CCE/2022

Dated: 27.09.2022

Sub: Collegiate Education-Implementation of LSCs/SDCs across all the colleges from this academic year-Reg

Ref: 1. CCE initiative on E-Content generation for Non-Core Subject namely: Life Skills courses (LSCs) and Skill Development Courses(SDCs) through Note File C.No: I /LSC_SDCI e-Content/CCE12022.

2. Procls. Rc.No: I/LSC_SDC/e-Content/CCE12022 date: 30-05.2022 of this office.

3.D.O. Lr to the Chairman, APSCHE Rc.No.06/ Uni_Cir /AC-5/ CCE-2022 dated 03.08.2022

4.Rc.No: 5/LSC SDC-Phase III/e-Content/CCE/2022 I) dated: 18.08.2022.

Order:

It is to inform that the Commissionerate of Collegiate Education (CCE), as part of its initiatives for implementation of Revised Curriculum Framework:2020 in UG programmes in line with National Education Policy: 2020 (NEP:2020) has undertaken the task of content generation for all skill courses (i.e.) Life Skill Courses (LSCs) and Skill Development Courses (SDCs) as there are no specified Text Books for these courses.

However, for the immediate benefit of students, content generation for seventeen (17) select skill courses have been taken up with focus on courses that would provide UG students with multidisciplinary and digital edge. The following are the Four (04) Life Skill courses and thirteen (13) Skill Development courses:

Semester	Life Skill Courses (04)		
I	Human Values and Professional Ethics		
II	Information & Communication Technology		
III	Analytical Skills		
	Environmental Education		
Skill Development Courses (13)			
Semester	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
I	Tourism Guidance	Insurance Promotion	Electrical Appliances
			Plant Nursery
II	Survey & Reporting	Business Communication	Solar Energy
	Social Work Methods	Logistics & Supply Chain Management	Dairy Techniques
III	Financial Markets	Retailing	Poultry Farming

Further, it is informed that the subject experts/content generators who have been instrumental in preparing textbooks and e-content in four quadrants and podcasts are trained as 'Master Trainers' in content delivery for the effective realization of Objectives and Learning Outcomes pertaining to skill courses. These master trainers in turn have trained teachers teaching the respective skill courses through "Training of Teachers".

In view of the above, the Principals of Government Degree Colleges (GDCs) are requested to make use of the available resources in the form of textbooks, e-content in four quadrants on CCE-LMS site and podcast effectively. This can only be ensured by the Principals through mandatory implementation of these select seventeen (17) skill courses at their respective GDCs.

Hence, the Principals of GDCs are instructed to make it compulsory for UG students studying in their colleges to opt from among the above mentioned seventeen (17) skill courses without any deviation.

Sd/- Dr Pola Bhaskar, IAS
Commissioner of Collegiate Education

To

The Principals of all GDCs

Copy To

The RJDCEs of Zone I, II, III & IV

//Attested//


Officer On Special Duty

**PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
AP::VIJAYAWADA
Present: Sri Pola Bhaskar, IAS**

Rc.No.3/CCE-Acad.Cell-Policies/AC-6/2022

Date: 22-06-2022

Sub: Collegiate Education -Revised Choice Based Credit System-
Implementation of first internship-Community Service Project (CSP) -
additional guidelines to Standard Operating Procedure (SOP) issued - reg.
Ref: SOP issued on CSP through Proceedings of the CCE vide Rc.No.3/CCE-
Acad.Cell-Policies/AC-6/2022 dated 16-05-2022.

In continuation with the Standard Operating Procedure (SOP) on Community Service Project issued vide proceedings cited in the reference, the following additional guidelines are issued for the effective implementation of Community Service Project.

i. Rescheduling of implementation of CSP for 1st year students

The first internship i.e., Community Service Project for the A.Y 2021-22 batch of students is scheduled during summer vacation, ie., May 2021. However, it is observed that semester end examinations are scheduled/going on during this period in some universities. The Colleges, in which University Semester End Examinations are going on for 1 yr students and could not take up Community Service Project, are informed to reschedule the Community Service Project only for those 1st year students in the following way:

- a) The students have to take up and complete the Community Service Project in the Second Semester of the A.Y 2021-22.
- b) Students have to make use of four weeks i.e., 28 days out of available 36 calendar days (Saturdays + Sundays) from July to October for the completion of CSP.
- c) Second semester continues for 4 months, i.e from July 2022 to October 2022, each month consists of 4 weeks and each week has 1 Saturday and 1 Sunday, so 2 days for a week and 8 days(2 day/week X 4 weeks) for a month and 32 days in 4 months
- d) Students can take up the project work during the weekend i.e Saturdays and Sundays, 32 days in the second semester and submit the report by the end of the second semester
- e) The four week project shall be implemented as per the below schedule:
 - I. Socio-Economic Survey of the Village/Habitation (7 days)
 - II. Community awareness campaign (7 days)

III. Main Project Implementation (7 days)

IV. Project Report writing (7 days)

f) For those 1st year students whose Community Service Project is rescheduled because of examinations are to be permitted to execute to execute the survey in villages for first two months, i.e July and August 2022 and attendance is to be given for Saturdays in these 2 months. For next months they can execute the work in the college under the guidance of the mentor

ii. Uploading of the CSP Reports on to the College Websites:

The **Faculty wise and Student wise status reports** on the implementation of CSP to be uploaded on respective College website by creating a tab" Community Service Project" with separate tabs for Academic year 2020-21 (present II yr students data) and 2021-22(present I yr students data) by 31.7.2022

Community Service Project

2021-22

Faculty Wise Status Report

Student Wise Status Report

2021-22

Faculty Wise Status Report

Student Wise Status Report

iii. Faculty wise Status Report :

The faculty wise status report on the implementation of CSP has to be collected in the below given format and the data has to be uploaded on the College website

Commissionerate of Collegiate Education, Government of AP										
Faculty wise status Report										
Academic year										
S.No	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students Allotted	No of Students Participated in CSP	No of Students Not Participated in CSP	No of Students Submitted CSP Reports	No of Students Not Submitted CSP Reports	No of Students for whom Evaluation Completed	No of Students for whom Not Evaluation Completed

iv. Student wise data to be collected

The student wise status report on the implementation of CSP has to be prepared along with the link of the students project report in the below given format and upload on the College website.

Student wise status Report

Academic Year

S.No	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students	Name of the Student	Group	Combina tion	Regd. No	Name of Communi ty Service Project	Marks Awarded for Project				Link of the Report
										Project Log	Impleme ntation	Report	Presenta tion	

v. Feedback from students Online and Physical

Each college shall collect online and offline feedback from the students who have participated in the Community Service Project. The Stream/Programme wise feedback collected shall be displayed on the website of the College. The offline feedback has to be collected by the Mentor/ faculty assigned for group of students and the record shall be kept with the mentor/faculty in-charge after the record is verified and validated by the Principal of the College.

vi. Student testimonials

Each College shall collect the testimonials of the students participated in Community Service Project and display the students' testimonials on the website of the college along with the Photo, Name, Year of the study and brief statements of the student.

All the Principals of GDCs shall bestow their personal attention on the above additional guidelines and implement Community Service Project (1st Internship) as per the schedule without fail.

Sd/- Pola Bhaskar IAS
Commissioner Collegiate Education

Encl:
Formats for status report

To
The Principals of all Govt Degree Colleges
Identified College Principals
RIDCEs of Rajahmundry, Guntur and Kadapa.

//ATTESTED//

Tubas
22/6/22
Academic Guidance Officer

Format-I: Faculty wise status report

Commissionerate of Collegiate Education			Faculty wise status report on Implementation of CSP							
S#	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students Allotted	No of Students Participated in CSP	No of Students Not Participated in CSP	No of Students Submitted CSP Reports	No of Students Not Submitted CSP Reports	No of Students Completed Evaluation	No of Students Not Completed Evaluation

Format-II: Student wise status report

Commissionerate of Collegiate Education			Student wise status report on Implementation of CSP							
S#	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students	Name of Community Service Project	Marks Awarded for Project				Link of the Report
						Log	Implementation	Report	Presentation	

**PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
AP::MANGALAGIRI
Present: Dr. Pola Bhaskar, IAS.**

Proc.No. 2/CCE - Acad.Cell/Sing.Maj/AC-06/2023

Dated: 24 .05.2023.

Sub: Conversion of existing UG Programmes in Three Majors to Single Major from the Academic Year 2023-2024 -Meeting with Principals, IQAC Coordinators and subject Experts from NRCs - communication of Schedule - Reg.

Ref: Lr.No.APSCHE/AC/CBCS-2019-20/Review from the Secretary, APSCHE, Mangalagiri dated:24-04-2023.

It is to inform that the AP State Council of Higher Education (APSCHE) revised the Curricular framework of General UG Programmes in accordance with NEP 2020 and Revised Curricular Structure of UGC. The major change in the proposed curriculum is a shift from three majors to single majors along with multiple entry and exit options. It is further informed that the Secretary, APSCHE in his letter cited in the reference, requested the Commissioner of Collegiate Education, AP to initiate the process of conversion of three majors into single majors in all Government Degree Colleges to be in effect from 2023-24.

In this connection a meeting is arranged on conversion of existing UG Programmes in Three Majors to Single Major from the Academic Year 2023-2024 with **Principals, IQAC Coordinators and Subject Experts from the Government Degree Colleges mapped to the following NRCs as per the schedule given below:**

S.No	Date	FN/ AN	NRCs	Venue	Participants to attend
1.	26-05-2023	FN	SV GDC Parvathipuram	GDC (W), Visakhapatnam	Principals, IQAC Coordinators from GDCs under NRC -SV GDC Parvathipuram and Faculty from GDC (W), Visakhapatnam
2.		AN	GDC (W), Visakhapatnam		Principals, IQAC Coordinators from GDCs under NRC - GDC (W), Visakhapatnam and Faculty from GDC (W), Visakhapatnam

3.		FN	GDC (M), Srikakulam	Dr.VSK GDC (A),Visakhapatnam	Principals, IQAC Coordinators from GDCs under NRC - GDC (M), Srikakulam and Faculty from Dr.VSK GDC (A),Visakhapatnam
4.	27-05-2023	AN	Dr.VSK GDC (A),Visakhapatnam		Principals, IQAC Coordinators from GDCs under NRC - Dr.VSK GDC (A), Visakhapatnam and Faculty from Dr.VSK GDC (A),Visakhapatnam
5.		FN	GDC (DK)(W)A), Nellore	O/o CCE-AP, Mangalagiri	Principals, IQAC Coordinators from GDCs under NRC - GDC (DK)(W)A), Nellore and Faculty from GDC (W) (A) Guntur
6.	30-05-2023	AN	GDC (W) (A) Guntur		Principals, IQAC Coordinators from GDCs under NRC - GDC (W) (A) Guntur and Faculty from GDC (W) (A) Guntur
7.	31-05-2023	FN	SRR&CVR GDC (A) Vijayawada	O/o CCE-AP, Mangalagiri	Principals, IQAC Coordinators from GDCs under NRC - SRR&CVR GDC (A) Vijayawada and Faculty from SRR&CVR GDC (A) Vijayawada
8.		FN	GDC (M)(A), Kadapa	Tirupati	Principals, IQAC Coordinators from GDCs under NRC - GDC (M)(A), Kadapa and Faculty from GDC (M), Srikalahasti
9.	02-06-2023	AN	GDC (M), Srikalahasti		Principals, IQAC Coordinators from GDCs under NRC - GDC (M), Srikalahasti and Faculty from GDC (M), Srikalahasti
10		FN	PVKN GDC(A), Chittoor		Principals, IQAC Coordinators from GDCs under NRC - PVKN GDC(A), Chittoor and Faculty from GDC (W), Srikalahasti
11	03-06-2023	AN	GDC, Pileru		Principals, IQAC Coordinators from GDCs under NRC - GDC, Pileru and Faculty from GDC (W), Srikalahasti

12		FN	GDC Nandyal	GDC (M) (A), Anantapuramu	Principals, IQAC Coordinators from GDCs under GDC Nandyal and Faculty from GDC (M) (A), Anantapuramu
13	06-06-2023	AN	GDC (M) (A), Anantapuramu		Principals, IQAC Coordinators from GDCs under NRC - GDC (M) (A), Anantapuramu and Faculty from GDC (M) (A), Anantapuramu
14	07-06-2023	FN	GDC, Guntakal		Principals, IQAC Coordinators from GDCs under NRC - GDC, Guntakal and Faculty from GDC (M) (A), Anantapuramu
15		FN	GDC, Tadepalligudem	GDC (A) Rajahmundry	Principals, IQAC Coordinators from GDCs under NRC - GDC, Tadepalligudem and Faculty from GDC (A) Rajahmundry
16	09-06-2023	AN	GDC, Tanuku		Principals, IQAC Coordinators from GDCs under NRC - GDC, Tanuku and Faculty from GDC (A) Rajahmundry
17		FN	PR GDC (A), Kakinada		Principals, IQAC Coordinators from GDCs under NRC - PR GDC (A), Kakinada and Faculty from GDC (A) Rajahmundry
18	10-06-2023	AN	GDC (A), Rajahmundry		Principals, IQAC Coordinators from GDCs under NRC - GDC (A), Rajahmundry and Faculty from GDC (A) Rajahmundry

The Principals of NRCs are requested to make necessary arrangements for the meeting at respective venues and meet the expenditure from their internal resources and share the expenditure equally among the NRCs.

The Principals are further requested to go through the guidelines for the conversion process into single major and conduct staff meeting to finalize the proposed single major programmes for the A.Y 2023-24 duly recording the minutes and attend the meeting with the data in the prescribed proforma enclosed herewith. All the principals are requested to bring the signed copy of the proforma for the meeting and send soft copy to 3to1major2023.cce@gmail.com and also to respective NRC In-Charge

Academic Officer, Academic Cell, O/o CCE-AP on or before 29-5-2023 by 5.00 pm.

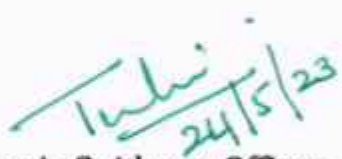
The Principals, IQAC Coordinators and nominated faculty (one faculty for each subject from selected college) are instructed to attend the meeting without fail. The participants are permitted to claim TA/DA from the internal resources of their respective colleges, subject to the availability of funds.

Sd/- Pola Bhaskar IAS
Commissioner of Collegiate Education

Encl: 1. Guidelines
2. Proforma
3. Suggested List of Programmes.

To
The Principals Government Degree Colleges.
The Principals of 18 NRCs
Copy to RJDCE of Zone -I,II,III and IV for favour of information.

//ATTESTED//


24/5/23
Academic Guidance Officer

GUIDELINES

**(Annexure to Procds RC.No.2/CCE – Acad.Cell/Sing.Maj/AC-06/2022 of
the CCE-AP Dated: 24 .05.2023.)**

The existing three majors programmes offered by the Government Degree Colleges (GDCs) are to be converted into single major programmes from the academic year 2023-24 invariably.

The process of conversion of three majors into single majors in all GDCs & that of the aided sections of the PACs is as follows:

- a. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 40 or below to another single majors UG programme with same or lesser intake with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- b. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 41 to 59 to two single majors UG programmes with half the sanctioned intake for each of the new single majors, with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 75\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- c. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 60 and above to two single majors UG programmes with half the existing sanctioned intake for each of the two new single majors, with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 50\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- d. In case of (b) and (c) above, where the admissions criteria are not met, the existing three majors UG programme can be converted to another single majors UG programme with same or lesser intake with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.

- e. In case of any UG programme that does not fall in the above categories i.e. the existing UG programmes with less than 30% on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23 cannot be converted and shall be discontinued deeming unviable.

For instance,

Case-I. The existing UG programme - B.Sc. (MPC) with ≤ 40 intake and with $\geq 30\%$ three year average admission percentage can be converted to:

- i. B.Sc. Honours (Mathematics) with 25 to 40 intake
(or)
- ii. B.Sc. Honours (Physics) with 25 to 40 intake
(or)
- iii. B.Sc. Honours (Chemistry) with 25 to 40 intake

Case-II. The existing UG programme - B.Sc (MPC) with 41-59 intake and with $\geq 75\%$ three year average admission percentage can be converted to:

- iv. B.Sc. Honours (Mathematics) with 25-30 intake and B.Sc Honours (Physics) with 25-30 intake
(or)
- v. B.Sc. Honours (Mathematics) with 25-30 intake and B.Sc Honours (Chemistry) with 25-30 intake
(or)
- vi. B.Sc. Honours (Physics) with 25-30 intake and B.Sc Honours (Chemistry) with 25-30 intake
(or)
- vii. B.Sc. Honours (Mathematics) with 25-30 intake and any other Single Majors related to Mathematics/Physics/Chemistry with 25-30 intake

Case-III. The existing UG programme - B.Sc. (MPC) with ≥ 60 intake and with $\geq 50\%$ three year average admission percentage can be converted as in (iv), (v), (vi) and (vii) with minimum intake of 30 or with half the existing sanctioned intake, for each of the two new single majors.

Case-IV. The existing UG programme - B.Sc (MPC) with 41-59 intake and with 30% to 74% three year average admission percentage (or) with ≥ 60

intake and with 30% to 49% three year average admission percentage can be converted into

- viii. B.Sc. Honours (Mathematics) with 30/half the existing intake (or)
 - ix. B.Sc. Honours (Physics) with 30/half the existing intake (or)
 - x. B.Sc. Honours (Chemistry) with 30/half the existing intake
- f. Conversion of existing three major programmes under Science disciplines can be done to FYUGPs (Hons/Research) under Science disciplines and the conversion of existing three major programmes of Arts stream can be done to FYUGPs (Hons/Research) under Arts disciplines only.
- g. Programmes like B.Com, B.Com (CA), BBA, BCA, B.Voc etc. can be continued with the same or modified intake as the programmes are already considered single majors. However, they will become Honours UG programmes due to revised curricular framework that of the Four Year UG Programmes (FYUGPs) to be implemented from the academic year 2023-24. Such FYUGPs are continued with the existing or modified (as per the request of the college) intake with a minimum of 30 intake provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23. Otherwise, the programme is deemed unviable and cannot be converted onto FYUGP and the college can propose for restructured programmes in commerce.
- h. The new FYUGP proposed must be offered by the affiliating University/SSCs under NSQF.
- i. Sanction is subject to the availability of Sanctioned Posts for the subjects required to teach the proposed new FYUGP's major as per SMPC, Laboratories, Classrooms, and necessary Infrastructure.

All single majors will be offered in English Medium in accordance with G.O Ms.No.49 HE(CE) Dept Dt:16.09.2021.

Sd/- Pola Bhaskar IAS
Commissioner of Collegiate Education

//ATTESTED//


Academic Guidance Officer

Conversion of three majors into single major

GUIDELINES

The APSCHE has redesigned the curricular framework for the 4 year Honours UG programmes with a single major and one minor in accordance with the NEP 2020.

Flexible choice-based credit system with a multidisciplinary approach and multiple entry and exit options

Facilitate students to pursue their career path by choosing the subject/field of their interest.

All the existing three major programmes (M.P.C, B.Z.C, H.E.P etc.,) offered by the colleges are to be converted into single major programmes (B.Sc Honours (Maths), B.Sc Honours (Botany), B.A Honours (History) etc.,)

Colleges can opt to convert three majors programmes to single major programmes with the same intake or two single major programmes

Eg: B.Sc (MPC) with 50 intake can be converted to

- (i) B.Sc Honours (Maths) with 50 intake or
- (ii) B.Sc Honours (Physics) with 50 intake or
- (iii) B.Sc Honours (Chemistry) with 50 intake or
- (iv) B.Sc Honours (Maths) with 25 intake and B.Sc Honours (Physics) with 25 intake or
- (v) B.Sc Honours (Maths) with 25 intake and B.Sc Honours (Chemistry) with 25 intake or
- (vi) B.Sc Honours (Physics) with 25 intake and B.Sc Honours (Chemistry) with 25 intake or
- (vii) B.Sc Honours (Maths) with 25 intake and any other Single Majors with 25 intake or
- (viii) Any other Single Majors Hons programme offered by the University, provided the college has required infrastructure for classroom(s) and labs.

Conversion from one programme to another will only be allowed from non-lab to non-lab programme or lab to lab programme to ensure infrastructure availability.

No change in total sanctioned intake of a programme

The conversion can only be made subject to the offering of the said programme by the University.

All single majors will be offered in English Medium only

Programmes like B.Com, B.Com (CA), BBA, BCA, B.Voc etc. need not be proposed for conversion

Each 4 year Degree Honours Programme with single major consists of

- 25 Courses from Major subject (4 credits each)
- 6 Courses from Minor subject (4 credits each)
- 4 Courses from Languages (3 credits each) (2-English, 2-Second Language)
- 3 Multidisciplinary Courses (2 credits each)
- 6 Skill Enhancement Courses (2 credits each)
- 2 Open online Transdisciplinary courses (2 credits each)
- 1 Environmental Education Course (2 credits)
- 2 courses on IKS
- CSP, Internship (short term), Internship (semester-wise)

Total of 48 courses and 180 credits

Each 4 year Degree Honours Programme with single major consists of

8 Semesters

Semester 1 - 7 courses (20 credits)

semester 2 - 7 courses (22 credits)

CSP (4 credits)

Semester 3 - 7 courses (24 credits)

Semester 4 - 7 courses (24 credits)

Internship (4 credits)

Semester 5 - 7 courses (26 credits)

Semester 6 - Internship (12 credits)

Semester 7 - 6 courses (22 credits)

Semester 8 - 6 courses (22 credits)

WORKLOAD (1, 3, 5 & 7 SEMESTER)

Arts & Commerce Major

4 hours per course

Semester 1

Semester 2 - 4 courses - 16 hours

Semester 5 - 4 courses - 16 hours

Semester 7 - 5 Courses - 20 hours

Total = 52 hours

Minor

Semester 3 - 1 course - 4 hours

Semester 5 - 2 courses - 8 hours

Total = 12 hours

Sciences

Major (30 student strength)

5 (3T+2P) hours per course

Semester 1

Semester 2 - 4 courses - 28 hours

Semester 5 - 4 courses - 28 hours

Semester 7 - 5 Courses - 35 hours

Total = 91 hours

Minor

Semester 3 - 1 course - 7 hours

Semester 5 - 2 courses - 14 hours

Total = 21 hours

Programme Structure of BA Honours

B.A. (Honours) with Single Major																											
Semester	Major* (4 Cr)			Minor (4 Cr)			Languages (3 Cr)			Multi Disny' (2 Cr)			Skill Enhancement Courses (2Cr)			OOTC			Env. Edn (2 Cr)			Micro- Credenti als			Total		
	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr
Sem 1*	2	8	8				2	8	6	1	2	2	2	6	4										7	24	20
Sem 2	2	8	8	1	4	4	2	8	6				2	6	4										7	26	22
Community Service Project of 180 hours with 4 Credits.																											
Sem 3	4	16	16	1	4	4				1	2	2	1	2	2										7	24	24
Sem 4	3	12	12	2	8	8				1	2	2	1	2	2										7	24	24
Short-Term Internship/Apprenticeship/OJT of 180 hours with 4 Credits.																											
Sem 5	4	16	16	2	8	8													1	2	2				7	26	26
Sem 6	Semester Internship/Apprenticeship/OJT with 12 Credits.																										
Sem 7	3	12	12										2*	8	8	1	2	2	1	2	0				6	24	22
Sem 8	3	12	12										2*	8	8	1	2	2	1	2	0				6	24	22
	21		84	6		24	4		12	3	6	6	10	32	28	2	4	4	2	4	0				47		160

20 Additional Credits for 10 month mandatory Internship/OJT/Apprenticeship

C Courses **H** Hours **Cr** Credits **OOTC** Open Online Transdisciplinary
IKS Indian Knowledge Systems

Programme Structure of B.Com Honours

B.Com/BBA (Honours) with Minor																											
Semester	Major* (4 Cr)			Minor (4 Cr)			Languages (3 Cr)			Multi Disney' (2 Cr)			Skill Enhancement Courses (2Cr)			OOTC			Env. Edn (2 Cr)			Micro-Credentials			Total		
	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr
Sem 1*	2	8	8				2	8	6	1	2	2	2	6	4										7	24	20
Sem 2	2	8	8	1	4	4	2	8	6				2	6	4										7	26	22
Community Service Project of 180 hours with 4 Credits.																											
Sem 3	4	16	16	1	4	4				1	2	2	1	2	2										7	24	24
Sem 4	3	12	12	2	8	8				1	2	2	1	2	2										7	24	24
Short-Term Internship/Apprenticeship/OJT of 180 hours with 4 Credits.																											
Sem 5	4	16	16	2	8	8													1	2	2				7	26	26
Sem 6	Semester Internship/Apprenticeship/OJT with 12 Credits.																										
Sem 7	3	12	12										2*	8	8	1	2	2	1	2	0				6	24	22
Sem 8	3	12	12										2*	8	8	1	2	2	1	2	0				6	24	22
	21		84	6		24	4		12	3	6	6	10	32	28	2	4	4	2	4	0				47		160

20 Additional Credits for 10 month mandatory Internship/OJT/Apprenticeship

C Courses **H** Hours **Cr** Credits **OOTC** Open Online Transdisciplinary
IKS Indian Knowledge Systems

Programme Structure of B.Sc Honours

B.Sc (Honours) with Single Major																											
Semester	Major* (4 Cr)			Minor (4 Cr)			AECC (3 Cr)			Multi Disney' (2 Cr)			Skill Enhancement Courses (2Cr)			OOTC			Env. Edn (2 Cr)			Micro-Credentials			Total		
	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr
Sem 1	2*	10	8				2	8	6	1	2	2	2	6	4										7	26	20
Sem 2	2	6+4	8	1	3+2	4	2	8	6				2	6	4										7	29	22
Community Service Project of 180 hours with 4 Credits.																											
Student is eligible for Exit Option-1 with the award of Certificate in respective discipline																											
Sem 3	4	12+8	16	1	3+2	4				1	2	2	1	2	2										7	29	24
Sem 4	3	9+6	12	2	6+4	8				1	2	2	1	2	2										7	29	24
Short-Term Internship/Apprenticeship/OJT of 180 hours with 4 Credits.																											
Student is eligible for Exit Option-2 with the award of Diploma in respective major with minor																											
Sem 5	4	12+8	16	2	6+4	8													1	2	2				7	32	26
Sem 6	Semester Internship/Apprenticeship/OJT with 12 Credits.																										
Student is eligible for Exit Option-3 with the award of Degree in respective major with minor																											
Sem 7	3	9+6	12										2*	6+4	8	1	2	2	1	2	0				6	29	22
Sem 8	3	9+6	12										2*	6+4	8	1	2	2	1	2	0				6	29	22
	21		84	6		24	4		12	3	6	6	10	32	28	2	4	4	2	4	0				47		160

20 Additional Credits for 10 month mandatory Internship/OJT/Apprenticeship

C Courses **H** Hours **Cr** Credits **OOTC** Open Online Transdisciplinary
IKS Indian Knowledge Systems

PROGRAMMES OFFERED BY ACHARYA NAGARJUNA UNIVERSITY

BAOL Honours (Telugu)
BAOL Honours (Sanskrit)
B A Honours (Special English)
B A Honours (Special Telugu)
B A Honours (Economics)
B A Honours (History)
B A Honours (Political Science)
B A Honours (Public
Administration)
B A Honours (Philosophy)
B A Honours (Psychology)
B A Honours (Rural
Development)
B A Honours (Social Work)
B A Honours (Sociology)
B A Honours (Mathematics)
B A Honours (Statistics)

B A Honours (Computer
Application)
B Sc Honours (Mathematics)
B Sc Honours (Statistics)
B Sc Honours (Biochemistry)
B Sc Honours (Botany)
B Sc Honours (Chemistry)
B Sc Honours (Biotechnology)
B Sc Honours (Microbiology)
B Sc Honours (Zoology)
B Sc Honours (Electronics)
B Sc Honours (Physics)
B Sc Honours (Computer Science)
B Sc Honours (Aquaculture)
B Sc Honours (Geology)
B Sc Honours (Biomedical Science)

B Sc Honours (Nutrition)
B Sc Honours (Industrial Chemistry)
B Sc Honours (Food Science and
Technology)
B Sc Honours (Medical Lab
Technology)
B Sc Honours (Home Science)
BHM Honours
B Sc Honours (Multimedia)
B Sc Honours (Data Science)
B Sc Honours (Artificial Intelligence
& Machine Learning)
B Com Honours (General)
B Com Honours (Computer
Application)
BCA Honours
BBA Honours

Tentative list of Multidisciplinary courses

Courses offered for B.Sc Majors

- **Semester 1**

A student has to choose any one of the following three courses

1. Introduction to Social Work
2. Principles of Psychology
3. Indian History

- **Semester 3**

A student has to choose any one of the following three courses.

1. Introduction to Public Administration
2. Principles of Management
3. Principles of Accounting

- **Semester 2**

No multidisciplinary course is offered in semester 2.

- **Semester 4**

A student has to choose any one of the following three courses

1. Fundamentals of Economics
2. Indian Philosophy
3. Performing Arts

Tentative list of Multidisciplinary courses

Courses offered for B.A/ B.Com /BBA/BCA Majors

- **Semester 1**

The student has to choose any one of the following three courses

1. Principles of Biological Sciences
2. Principles of Chemical Sciences
3. Principles of Physical Sciences

- **Semester 3**

The student has to choose any one of the following three courses.

1. Basic Electronics
2. Health & Hygiene
3. Introduction to Geography

- **Semester 2**

No multidisciplinary course is offered in semester 2.

- **Semester 4**

The student has to choose any one of the following three courses

1. Basic Mathematics
2. Basic Statistics
3. Introduction to Nano Technology

TENTATIVE LIST OF SKILL ENHANCEMENT COURSES

Semester 1

A student has to choose any **two** of the following courses

1. Entrepreneurship development
2. Leadership skills
3. Analytical Skills
4. Communication Skills

Semester 2

A student has to choose any **two** of the following courses

1. Business writing
2. Marketing Skills
3. Investment Planning
4. Stock Market operations
5. Digital Literacy

Semester 3

A student has to choose any **one** of the following courses

1. Business Forecasting
2. Project Management
3. Information and Communication Technology
4. Data Analysis

Semester 4

A student has to choose any one of the following courses

1. Cybersecurity
2. Digital Marketing
3. Tourism Guidance
4. Design Thinking

References:

1. https://apsche.ap.gov.in/Pdf/ug_guide_2023.pdf
2. https://apsche.ap.gov.in/Pdf/cir_49_20230519.pdf
3. Video conference by the commissionerate of collegiate Education, AP to all the Principals, Academic coordinators, IQAC coordinators & Controllers of examinations of 14 Autonomous colleges



Thank you

PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
A.P. :: MANGALAGIRI
Present: Dr. Pola Bhaskar, IAS.

Proc.No.76/O.P-II/2023-1

Date: 04-07-2023

Sub: Collegiate Education- UG courses -Single Major programmes in Government Degree Colleges-from the Academic Year 2023-2024 -Orders issued- Reg.

- Read: 1.** Lr.No.APSCHE/AC/CBCS-2019-20/Review from the Secretary, APSCHE, Mangalagiri dated:24-04-2023.
2. Procs. Rc. No.2/ CCE-Acad-Cell / Sing.Maj/AC-06/2023, dt: 24.05.2023 of the Commissioner of Collegiate Education, AP, Mangalagiri.
3. This Office U.Note.No.1/AC-01/2023-24 Dt.3.7.2023.

The National Education Policy-2020, mainly emphasis, on improvement of quality of higher education, which plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution. Quality of higher education is must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Accordingly, the AP State Council of Higher Education (APSCHE) revised the curricular framework of General UG Programmes in accordance with NEP 2020 and Revised Curricular Structure of UGC. The major change in the proposed curriculum is a shift from three majors to single majors along with multiple entry and exit options. In this connection the Secretary, APSCHE, Mangalagiri, in his letter cited in the 1st reference, requested the Commissioner of Collegiate Education, AP (CCE-AP) to initiate the process of conversion of three majors into single majors in all Government Degree Colleges to be in effect from 2023-24 academic year

By taking into account of the prevailing scenario in the Colleges, to design the overall development of the student in multifaceted way with available infrastructure in the Colleges, sanctioned posts, admissions made in the Colleges for the past three years, series of meetings have been convened on conversion of existing UG Programs in Three Majors to Single Major from the Academic Year 2023 -2024, with **Principals, IQAC Coordinators and Subject Experts from the Government Degree Colleges**, to represent a student in a society to meet the global challenges after completion of their under graduation, in the job market, on the strength of the representations received from all Government Degree College Principals in the State, to change the old adopted programs to meet the global demand, series of meetings have been conducted in various platforms with subject experts and other academicians including all the Principals of Government Degree Colleges and during the course of deliberate discussions and suggestions made by them, at their request, the single major programmes are finalized.

[Conti.P.2]

In the above back drop, as per the proposals submitted by the Principals in various platforms and after having deliberate discussions, with all the Principals of Government Degree Colleges in the state, while enclosing the College wise, Single Major programme, permitted to run in their respective Colleges as mentioned against each Government Degree College, they are directed to take further steps, for the ensuing admissions being carried for the academic year 2023-2024.

Further they are also requested to intimate the changes to the respective Affiliating University Registrars in their jurisdiction for its recognition/affiliation of programmes and further necessary action.

Receipt of these proceedings should be acknowledged.

Sd/- Dr. Pola Bhaskar, IAS
Commissioner of Collegiate Education

Encl: Annexure.

To
The Principal,
GDC, Uravakonda,
Anantapuramu Dt.

Copy:

Copy Submitted to the Principal Secretary to Government Higher Education,
Velagapudi, Guntur.

Copy Submitted to the Secretary to APSCHE-AP Guntur.

Copy to all the Registrars of Universities concerned.

Copy to RJDCE, Kadapa.

Copy to A.G.O, O/o the CCE.

// True Copy Attested //



Joint Director of Collegiate Education

Annexure
(CCE's Proc.No.76/O.P-II/2023-1, dated 04-07-2023)
Commissionerate of Collegiate Education, Govt. of A.P. :: Mangalagiri

GDC, Uravakonda, Anantapuramu Dt.,
(Affiliated to Sri Krishnadevaraya University)

S#	Single Major Programme	Medium	Intake
1	B A Honours (History)	English	40
2	B Com Honours (General)	English	60
3	BBA Honours	English	40
4	B Sc Honours (Physics)	English	40
5	B Sc Honours (Computer Science)	English	40
6	B Sc Honours (Zoology)	English	40
7	B Sc Honours (Chemistry)	English	40

Sd/- Dr. Pola Bhaskar, IAS
Commissioner of Collegiate Education

// True Copy Attested //


Joint Director of Collegiate Education

**Proceedings of the Commissioner, Collegiate Education
Andhra Pradesh :: Vijayawada**

Present : Dr. Pola Bhaskar, IAS

Re.No. 003/Academic Cell/AC-10/2022

Date : 6-4-22

Sub: Collegiate Education –Implementation of Continuous Internal Assessment (CIA) - Standard Operating Procedure (SOP) to be followed by all colleges – Reg

Ref:1. Outcome of the workshop held on Implementation of Continuous Internal Assessment (CIA) and Evaluation in Government Degree Colleges at SRR&CVR Government College (A), Vijayawada on 30.12.2021

In general sense both Assessment and Evaluation are considered synonymous. But actually, both have different meanings. **Assessment is the feedback from student to teacher and Evaluation is feedback from teacher to student.** It involves the use of empirical data on student learning to refine programs and improve student learning. It's a judgment on student's performance, which includes both tangible and intangible aspects. Assessment is the use of empirical data on student learning to refine programs and improve teaching and student learning. As learning styles differs from student to student, the teacher needs to be more cautious while assessing the students.

Need for the Assessment:

Continuous Assessment is a critical step in the learning process. It determines whether learning objectives of the course/programme have been met. A learning objective is the expectation about what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and funding. The following points highlight the significance of assessment in the learning process.

- Capturing student's time and attention
- Generating appropriate student learning activity
- Providing timely feedback which students pay attention to
- Helping students to internalize the disciplines standards and notion of equality.
- Generating marks or grades which distinguish between students or enable pass/fail decisions to be made.
- Providing evidence for others outside the course to enable to judge the appropriateness of standards of the course.

Types of Assessment:

In the past only observation by the teacher was the main mode of assessment. In the process of development of the system and skills, there occurred various types of assessment. Broadly they can be classified as 'Formative Assessment' and 'Summative Assessment'.

Formative Assessment:

Formative assessment is continuous and is conducted during the teaching-learning process using a variety of tools and strategies. The purpose of formative assessment is to monitor student learning and provide feedback during the teaching learning process. Here, the main role will be played by a teacher or a group of people through various transparent methods. The responsibility of evaluating the internal assessment is vested on the teacher/s who teach/es the course. Assessment will be conducted through the following strategies:

- Observation during class
- Tasks set for home learning
- Projects/presentations
- Open-ended tasks
- Performance tasks

The subject teacher prepares these assessments. Furthermore, it is continuous and does not replace exams. It is a suitable evaluation technique and tool. Also, they carry a fixed portion of marks for the assessment. Most noteworthy, it gives feedback to teachers so that they can improve their teaching. On the other hand, it gives students a chance to improve their external assessment grade by seeing internal assessment results. So, that student can improve their learning. For this, the internal grade awarded to the students in each course in a semester shall be published on the notice board at least one week before the commencement of end semester examination.

Summative Assessment:

The goal of **summative assessment is to evaluate student learning at the end of an instructional unit** by comparing it against some standard or benchmark. There will be University Examinations at the end of each semester for both Theory and Practical sessions. Semester End Examinations for all theory papers shall be got set/prepared by the Controller of Examinations as per existing norms and evaluation of all theory papers shall be set/prepared by the Controller of Examinations as per existing norms.

Existing system of Assessment in Govt. Degree Colleges: In the light of above discussion, it is observed that the summative assessment in Govt. Degree Colleges in Andhra Pradesh is found in Semester-end for 75/100 marks for each course. But in the case of formative assessment, it has been found that there are a number of differences/deviations in

autonomous and non-autonomous colleges due to differences from University to University in awarding Internal marks to the students. The following tables show the existing system of awarding internal marks in colleges under various university jurisdiction.

INTERNAL ASSESSMENT IN NON-AUTONOMOUS COLLEGES

S No	Zone	District	Affiliated University	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz / Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
1	I	Srikakulam	Dr BRAU	10	--	5	5	5	--	--	25
2	I	Vijayanagaram and Visakhapatnam	AU	15	--	5	5	--	--	--	25
3	II	East Godavari and West Godavari	AKNU	15	--	5	5	--	--	--	25
4	II	Krishna	KU	10	--	5	5	5	--	--	25
5	III	Guntur and Prakasam	ANU	15	--	5	--	5	--	--	25
6	III	Nellore	VSU	15	--	5	5	--	--	--	25
7	IV	Chittoor	SVU	25	--	--	--	--	--	--	25
8	IV	Kadapa	YVU	10	--	5	5	5	--	--	25
9	IV	Kurnool	RU	20	--	--	10	--	--	--	30
10	IV	Ananthapuram	SKU	15	--	5	5	--	--	--	25

- It is observed that, the CIA Pattern is followed in all Autonomous and Non- Autonomous Government Degree Colleges which are affiliated to 11 Universities in the State with the pass mark being 8 out of 25 and 27 out of 75.
- In autonomous colleges, the internal marks are being awarded in the range of 30 to 50 marks.
- In case of non-autonomous colleges it is differed from University to University, however, most of the Universities have opted for 75+25 External and Internal system respectively.
- In 09 State Universities, the colleges are following 75+25 pattern and 02 Cluster Universities adopted 70+30 pattern. But, the procedure of awarding internal marks differs from University to University and College to College, with huge deviations in awarding criteria without any commonality.

INTERNAL ASSESSMENT IN AUTONOMOUS COLLEGES

S No	Zone	District	Name of the GDC	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz / Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
1	I	Srikakulam	GDC (W), Srikakulam	10	--	5	--	5	5	--	25
2	I	Visakhapatnam	GDC (M), Visakhapatnam	25	--	--	--	--	--	--	25
3	II	East Godavari	GDC (A), Rajahmundry	20	10	5	5	5	--	5	50
4	II	East Godavari	PRGDC, Kakinada	20	--	5	5	--	10	10	50

S No	Zone	District	Name of the GDC	Mid Exam / CIA / CIE Marks	Online Exam if Any	Assignments Marks	Seminar / Quiz / Field Trips / Group Discussion / Survey	Attendance	Project / Objective Test	Viva	Total
5	II	East Godavari	GDC (W), Kakinda	15	--	5	5	--	--	--	25
6	II	East Godavari	GDC Tuni	20	--		5	5	--	--	30
7	II	West Godavari	GDC (M), Palakollu	15	--	5	--	5	--	--	25
8	II	Krishna	GDC, Vijayawada	10	--	10	10	0	10		40
9	III	Guntur	GDC (W), Guntur	20	--	--	5	5	--	--	30
10	III	Nellore	GDC (W), Nellore	20	--	5	5	--	--	--	30
11	IV	Chittoor	GDC (M), Chittoor	15	--	5	5	--	--	--	25
12	IV	Kadapa	GDC (M), Kadapa	20	--	10	10	--	--	--	40
13	IV	Kadapa	GDC (W), Kadapa	15	--	5	5	--	--	--	25
14	IV	Ananthapuram	GDC (M), Ananthapuram	25	--	5	5	5	--	--	40
15	IV	Kurnool	GDC (W), Kurnool	20	--	5	10	5	--	--	40
16	IV	Kurnool	SJGDC, Kurnool	20	--	5	5	--	5	5	40

In order to understand different criteria adopted by different Colleges, a One day workshop was conducted with RJDCEs, Principals (39 in number) and Subject Experts (40 in number) to invite ideas from the Principals and Subject experts with an aim to formulate uniformity in the assessment procedures in all the Government Degree Colleges in the State of Andhra Pradesh.

The Commissioner, Collegiate Education invited the Principals and Subject Experts to present their existing awarding criteria in the workshop and after the submission of Principals and Subject Experts, the CCE made the following remarks by suggesting a common pattern of Internal and External exams that needed to be followed in both Autonomous and non-Autonomous colleges in the State of AP in a uniform manner. The following Standard Operating Procedure (SOP) for Continuous Internal Assessment is prescribed.

SOP ON CONTINUOUS INTERNAL ASSESSMENT AND EVALUATION

1. The following citations should be kept in view by all the faculty members with regard to Teaching, Learning and Evaluation.

“When learning and teaching continuously improves everything improves. Quality is never an accident. It is always the result of intelligent effort. Ignorance is bliss until it hits you on the face. The real education is the one that will set you free”
---- Nelson Mandela

“The correct analogy for the mind is not vessel that needs filling; but wood that needs igniting”.
----- Plutarch

2. While measuring the qualitative aspect of higher education, it is essential for everyone involved in the assessment process to understand the concepts clearly. Unless the correct interpretations and benchmarking are understood by everyone, there will be ambiguity in judgments.
3. In a changing context, the needs and aspirations of the students have to be met through the curriculum and curricular transactions to enable them to play an effective role in the employment sectors. The thrust of the education is shifting to employability based on the changing philosophy from idealism to pragmatism.
4. One of the key insights into the knowledge issue is that what you know is less important than how you know it and how you apply it. It boils down to the difference between two types of thinking. Low level concrete thinking, concerns simple observations, facts and figures and is the foundation of the next level of thinking-high level abstract thinking – concerns and relationships. Both kinds of thinking are necessary.
5. Examination reforms has been a prominent theme in the deliberations in connection with higher educationalists apparently had little impact; examinations are universally associated with anxiety and stress both for students and others. There are various malpractices that reduce the dependability and credibility of the examination system.
6. The academic quality of actual examination has long been a major complaint. The methodology in the system is the root cause that needs to be tackled on priority basis. The sizable weight for internal assessment is a major step. The main problem is the incomplete development and articulation of relevant and systematic schemes for internal assessment designed to suit the needs of different subjects and levels of the students.
7. In this regard, faculty members have not been offered sufficient support through clearly spells out SOPs specific to their subjects and effective orientation through manuals or workshops. The absence of clarity is leading students to perceive internal assessment lacking objectivity and transparency.
8. Benjamin Bloom, an educational Psychologist devised a pyramid model that represents different ways of learning which is known as “Blooms Taxonomy” and is described below:



A learner is expected to progress from the lowest level of the pyramid to the highest i.e. from the Lower Order Thinking Skills (LOTS) to the Higher Order Thinking Skills (HOTS)

9. There is every need for a change in focus in the internal assessment from question patterns that require simple memory recall to a judicious mix of questions which assess,
 - ✓ Knowledge acquired
 - ✓ Standard application of knowledge
 - ✓ Application of knowledge in new situations
 - ✓ Critical evaluation of knowledge
 - ✓ Ability to synthesize knowledge drawn from different sources
10. Therefore, the internal assessment should be aimed towards ensuring the descriptions of the abilities and other qualities a course seeks to develop in students. In other words, from inert product to processes and capacities that point to continued learning.
11. The major principle for improving the quality of internal assessment is that a variety of means of assessment should be used to match many dimensions of learning objectives. The use of many such devices is possible only in the college setting of internal assessment handled directly by the individual faculty member.
12. Under the above circumstances, the CIA has been divided into four categories of inventory tasks and activities as detailed below:

S.No	Type of Assessment	Weightage Assigned
(i)	Assignments	5
(ii)	Project-Work/Seminar/Group Discussion/Role play/Quizzes/Presentations	5
(iii)	Cleaning, Greening and Attendance	5
(iv)	Testing of knowledge through Mid-term examinations (Mid -1 + Mid -2)	20 + 15
	TOTAL	50

13. **Assignments:** A writing assignment encompasses any writing task a teacher asks of students that involves more and more thought processes including analysis, evaluation, interpretation, narration, syntheses, reflection, clarification summarization, creative expression and application or demonstration of knowledge or learning. Every faculty member should determine the purpose of the assignment and the levels of students and accordingly assignments should be given. There should be

at least one assignment for each unit/module as and when the syllabus (unit/module) is completed. The weightage of marks, assigned for the assignments should be awarded after completion of all the assignments in respect of all the units/modules and it should be finished before conduct of II Mid examination.

14. In **class activities**: laboratory/manipulative skill which include as described below for different subjects should be organized by every faculty member in respect of the subjects being taught by him/her

Sl. No	Subject	Suggested Activity/Activities for CIA
1	Chemistry Physics Mathematics Electronics	Peer teaching, Student seminars, quiz, worksheets on subjects, KWL (Know, Want-to-know, and Learned) Group work, Work sheets on subject, Industrial visit, Individual and Group Projects
2	Zoology, Botany, Geology, Geography, Computer Science	Field visit, Student projects, Student seminars, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Hydroponic gardening, live projects, Vermi compost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming
3	Micro Biology, Bio chemistry, Food & Nutrition, Home Science, Horticulture, Agriculture, Aquaculture, Home Science	Industrial visit, Lab visit, Student seminars, quiz, worksheets on subjects, KWL, Student projects, Hydroponic gardening, live projects, Vermi compost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming, Mushroom Cultivation, Organic farming
4	Statistics, Economics, History, Archeology, Political Science, Public Administration	Socio economic survey, Group discussions, Student seminars, peer teaching, quiz, worksheets on subjects, KWL, Field visits, Mock Parliament, Web assignments
5	Languages	Comprehension paragraphs, Book review, Think-pair-share actions, Student seminars, peer teaching, filling gaps, quiz, worksheets on subjects, KWL, Group Discussion, LSRW activities
6	Commerce and Management	Industry visits and tours, group discussion, group projects, Student seminars, one-word answers, Multiple choice questions, peer teaching, filling gaps, Matching, quiz, worksheets on subjects, KWL, Socio economic surveys

15. Students should be encouraged to participate in **Activities** like Clean & Green of the campus/in the community etc. Pucca record should be maintained showing the authenticity of the participation and accordingly marks should be awarded to each student. There should not be any malpractices in this regard. Attendance should also be taken into account for awarding total marks of 5. The award of marks for this should be completed before conduct of II Mid examinations.

16. **Testing of knowledge** subject-wise **Mid Examinations** is a very important outcome of learning, with a weightage to the extent of 70% of the total internal assessment.

17. Suggested to conduct **Mid I** Examination through three kinds of questions:

- Firstly, One out of Three Essay type questions carrying 5 marks should be given.
- Second, five out of seven short answer questions should be set carrying $5 \times 2 = 10$ marks with weightage and
- Third, ten objective type questions should be framed carrying $10 \times \frac{1}{2} = 5$ marks with weightage comprising multiple choice answers, fill in the blank questions, matching answers questions, comprehension etc.,
- The duration of examination is 1 Hour per paper for a total of 20 Marks.

18. **Mid II** examination is to be conducted after the completion of syllabus choosing two kinds of question, as explained above for a total of 15 Marks.

19. Two mid-term examinations as explained above should be conducted, I Mid after completion of 50 % syllabus and II Mid after completion of total Syllabus with 35 marks for Mid Exam (Mid -1 for 20 Marks and Mid-2 for 15 Marks).

For Assignment, Seminar/Quiz/Field trip/ Project work and Clean, Green and Attendance etc., for the three components, the marks to be allotted once in a semester before conduct of II Mid Examinations.

The marks obtained by a student for 50 marks (Total of two Mid exams for 35, Assignments 5, Classroom Activities 5, Clean, Green and Attendance 5) is to be scaled down to 25 and this should be treated as the CIA score of the student in that subject.

In case of Autonomous colleges whatever the weightage of internal assessment is fixed, it should be scaled down accordingly.

20. Blended mode of internal assessment should be followed. At least one-mid should be conducted through online and records of every student should be documented for reference.

21. All the staff members should maintain records/registers properly in the prescribed format. The details of the marks secured by the student subject-wise and component-wise should be uploaded by each faculty member in the **SEMS App (Students Evaluation Management System)** on real time basis without fail.

22. The Principals should see that, 04 types of records are to be maintained in the college which are to be submitted during inspection.

- (i) Student-wise and Semester-wise CIA Record is to be maintained by the concerned faculty member as per STUDENT EVALUATION REPORT (Proforma Enclosed)
- (ii) Subject-wise and Semester-wise CIA Record is to be maintained by the concerned In-charge of the department of all the students of the subject as per STUDENT EVALUATION REPORT prepared by concerned faculty
- (iii) Program-wise and Semester-wise consolidated CIA Records of all students of the college are to be maintained by the Principal of the College/Examination i/c. Similar Registers are to be maintained for Life Skills, Skill Development Courses etc., as per STUDENT EVALUATION REPORT (CONSOLIDATED) (Proforma Enclosed)
- (iv) Semester wise PROGRESS REPORT generated through SEMS (Students Evaluation Management System) App

Sd/- Dr Pola Bhaskar IAS
Commissioner of Collegiate Education


Copy to

1. Copy to the RJDCEs
2. Principals of all Government Degree Colleges.

Annexure

1. Student Evaluation Report – Faculty Wise.
2. Student Evaluation Report (Consolidated) – College Wise.
3. Student Progress Report

// Attested//


Academic Guidance Officer
Commissioner of Collegiate Education



COMMISSIONERATE OF COLLEGIATE EDUCATION

GOVERNMENT OF ANDHRA PRADESH

STUDENT EVALUATION REPORT

GOVERNMENT DEGREE COLLEGE, _____



Name of the Faculty: _____

Subject: _____

Semester: _____

Title of the Paper: _____

Sl. No	Student Id	Student Name	Program Code	Program Name	Specialization Code	specialization	Course Code	Course Name	University Register No	Continuous Internal Assessment (CIA)							75	100	P/F	50	P/F	Remarks	
										20	15	35	5	5	5	5							50
1.										Mid Exam - 1	Mid Exam - 2	Total (Mid -1 + Mid -2)	Assignments	Seminar/GD/Field Trip etc.,	Clean & Green & Attendance	Total (I + II + III + IV)	Scale down to 25	Sem End Examination (SEE)	Total (CIA + SEE)	Result	Practical Marks	Result	Remarks
2.																							
3.																							
4.																							
5.																							
6.																							

Insert College Symbol as Watermark



Student Progress Report 2021-2022

Student Profile

Name :
 Gender :
 Student ID :
 University Regd ID :
 Year of Study :
 Programme :
 Specialization :
 Semester :
 Mother's Name :
 Father's Name :
 Contact details :
 Blood Group :

STUDENT
 PHOTO

Examination Marks

Course	Mid Exams	Assignment	Seminar Quiz/GD/ Field Trip	Clean and Green & Attendance	Total Internal Marks	Internal Scale down	External Marks	Total Marks	P/F
	(35 M)	(5 M)	(5 M)	(5 M)	(50 M)	(25 M)	(75 M)	(100 M)	
Course -1									
Course -2									
Course -3									
Course -4									
Course -5									
Course -6									

Mentor's Report

S No	Description	Grade
1.	Communication Skills and Soft skills of Student	
2.	SWOC analysis of the student	
3.	Behavioral aspects	
	a. With Teachers	
	b. With Peers	
	c. With Non-Teaching Staff	
4.	Problem solving abilities	
5.	Social and Scientific skills	
6.	Attitudes and values	
7.	Personal Hygiene	

Signature of the
 Parent

Signature of the
 Class Teacher/Mentor

Signature of the
 Principal



D.O Letter No.01/CCE/GDCS/AC-11/2022 Dated:07-07-2022

Dear *Principal!*

Sub: Academic Activities in Colleges – Implementation of National Education Policy
2020 - Enrichment of access, quality and future readiness – Reg.

Tamosama jyothirgamaya! I wish all the colleges a safe and secure Academic Year 2022-23. We are starting this academic year with abundant hope of a fair chance to re-build the COVID affected academic system. The NEP 2020, Revised Curricular Framework 2020-21 (APSCHE) have been come into force during the Pandemic times, Similarly the Revised Accreditation Framework of NAAC is also being implemented during the same era. Undoubtedly, the colleges, teaching and non-teaching departments are at the verge of facing the challenge of transforming the face of our Academic system in lines with the reformative norms, which inevitably makes our role as academicians and academic administrators a more challenging yet the path paving one. Besides, we always have been entrusted with the ultimate responsibility of moulding our students into the finest citizens who could be able to overcome the societal challenges and stand victorious in their lives. Therefore, in this Opportunistic Academic Year, lets pledge to fortify our work for the welfare of the colleges & our students.

It is said that "**Do not follow where the path may lead. Go instead where there is no path and leave a trail.**" Each college is exceptional with latent gifts in diverse fields. Lead your team to new heights with innovative approaches, inspiring confidence and instilling faith among staff and students. The accomplishment of any institute depends on its leader's ability to discover and coordinate the competencies of his/her team. The assets are to be recognized and honed to inspire & benefit students.

During my tenure, I have interacted & reviewed on various activities for enhancement of standards in colleges through visits, video conferences, workshops etc., once again I reiterate that all activities shall be implemented in colleges.

Teaching Learning Process (TLP):

"The TLP App" system that was introduced during the AY 2021-22 has already proved its worth in bringing in the necessary order to streamline the delivery of classroom (online/offline) instruction. It needs to be further strengthened with your sincere efforts towards regular monitoring of the usage of the app, reporting of classes, particularly of the deviated

classes which must be recouped, re-assigning the classes as per last minute modifications in the timetable etc.,

Continuous Internal Assessment (CIA):

“The Revised CBCS” which provided the students with multiple options to take up the courses of choice, and choice to exit from the UG programs at the end of each year warrants a necessity of keeping the undergraduates always ready to carry the credits they gain during their study. Seamless CIA can not only help achieve this task, but also reminds the students of their academic progress from time to time and guides them to attain gradual improvement during the course. The SOP issued for the CIA must be followed with sincere efforts towards the objective.

Community Service Project (CSP)/Internships:

Mandatory taking up of Internship by the students during every summer vacation and in the sixth (VI) semester is another welcoming reform that has been introduced to impart on field skills to the students unlike the previous academic system. The success of CSP implementation certainly lies in the dedication level of all the stakeholders, particularly, the Teacher/Principal, who actually hold a great influence on the disciples. It is a success to implement the CSP during the latest summer vacation. The same expected in the future with more fine tuning to standardize the norms for a flawless implementation as per SOP, already issued.

Courses and Admissions / SDGs GER & GPI:

The courses we offer have been reexamined to match the evolving needs for the expertise; accordingly certain new courses, that could potentially impart required skills to the students have been introduced. Market Oriented Courses (MOCs), Apprenticeship-Embedded courses are the best examples of such courses. Since the beginning is not the success but accomplishment is, we need to improve the admissions into all the courses with tireless follow up. Full sections absorb the maximum of our efforts, and we could gift the society with more successful individuals in the form of skilled students. As a Govt. run department, we simultaneously have to align our work in reaching the “Sustainable Development Goals”(SDGs) set up by “NITI Ayog”. Increasing our contribution for the Gross Enrolment Ratio (GER), Gender Parity Index (GPI) of the Nation as well as that of our State, in the form of increased admissions, particularly of women, is the key to be noted here. I expect you carry forward the job well on your shoulders.

Curricular Plans and Lesson Plans:

No task is achieved successfully without an implementation plan, most importantly, the academic tasks. The curriculum needs to be delivered continuously in a phased manner, periodically’. Preparation of appropriate curricular plans (semester-wise), and Lesson-plans (topic-wise) is the compass of a teacher. Ensure that they are well planned and regularly implemented keeping in mind of the academic calendar, available choices and flexibility of implementation and content delivery.

Skill Enhancement activities:

Fortunately, the new CBCS have incorporated some highly useful life skill courses (LSCs) and Skill Development Courses (SDCs) as credits earning courses which are equal to the core courses when viewed as credits. The CCE has been very particular in imparting the skills to

students in line with the available LSCs & SDCs. In order to make the necessary content available to all the colleges, the task of content generation at state level has been already taken up. I wish that you all would contribute accordingly and use the generated content to the best possible extent for the maximum benefit.

Jawahar Knowledge Centers have been helping students in securing employability skills and placements. JKC's have emerged as broad-based Career Guidance Centres (CGC) and has spread its reach to all the students. Lecturers trained on various platforms shall put all kinds of efforts in imparting productive training & skills to students. Colleges should ensure that the benefits of courses from Spoken Tutorial, Cisco, TCS etc., should reach all students. JKC should instill confidence in students that training will facilitate and enhance the chance of getting placed in the campus drives. Regular organization of training programs on employable skills and inviting companies for campus placement drives should be practiced as a calendar for every batch.

Use of ICT in classroom:

Teaching has never been challenging before as it was during the times of the Pandemic. On a positive note, it has made us realize of the omnipresent ICT tools and Open Educational Resources (OER) which are not only alternative to the classical pedagogical methods of teaching but also enriching to the pedagogy. In such a scenario, it is so timely to adopt to the ICT-enabled teaching tools. List out those ICT tools which are useful to you, sensitize all the staff on the usage, organize demonstrative sessions to students and staff, encourage the hesitant and conventionally stuck group of teachers to come forward to embrace the revolutionary changes that have been happening in the ICT enabled teaching at a rapid pace. Otherwise, the resulting loss would be very huge to our students and the institutions. I expect that you never let it happen.

Learning Management System (LMS) & LMS Content Generation:

Another important initiative of CCE is the establishment of common and open LMS facility for all. Already more than 3000 video lessons are kept available in almost all subjects in our CCE LMS portal. Their value is only realized when utilized by our students and yielded better results. The CCE is also launching the second phase of LMS content generation which needs the best support from our teachers. It is noteworthy to appreciate the teachers who contributed to phase-I of LMS. There is no further greatness if only the technology adopted teachers are contributing to LMS, it becomes an achievement when the staff acquire the required skills and generate the content with self-motivation. Along with video lessons, material, online assessment – quiz, short questions etc., are made available on the portal to which many more will be added in the second phase. The systematic use of LMS will bring its vast potential to the fore. Use the resource to the maximum extent. Please be a driving force.

Research Publications, Patents & Intellectual Property Rights (IPR):

You all are aware that success is measured in terms of quality and quantity in the modern era. The number of publications and patents filed to the credit of our staff and the colleges could advocate for our intellect. I invite attention to the least progressed but highly precious aspect of

academics i.e., Research. Bestow personal attention on establishing Research and Development Cells (RDCs) as mentioned in the SOP issued by CCE, functioning of the RDCs, research activities undertaken by staff and students, their outcomes from time to time in the form of Research Publications, Filing of Patents etc., It is noticed that several institutions have organized workshops on IPR with the help of National Intellectual Property Awareness Mission (NIPAM). Use the precious knowledge gained for the purpose of rising the standards in research activities and research-based teaching.

Governance, e-Office, and Leadership:

In the modern era of e-Governance, it is inevitable to communicate office files through e-Office. Minimize the use of physical files gradually and reach to a level of cent percent e-Office communication of office files through constant attempts in acquainting the procedural expertise. While the transparent and trackable system of e-office is available, it is retrospective to use the physical file system. Arrange training programs for office staff or encourage them to undergo such training programs duly following the procedures. With the help of staff council, the principal may frame administrative policies which help to take quick and firm decisions for the benefit of stake holders.

I would like to reiterate that the principal of the college shall act as a leader under all circumstances. It is inappropriate to know that the staff are not serving as per the orders of the principal. Unless in a few exceptional cases, principal shall act swiftly to resolve the issues arise in the college and put the staff to work as per the norms. Stand as an example, show the path, and others do follow. It is only when the path is unclear, the followers do scatter.

Student support activities

Grievance and Redressal Cells must be strengthened and be timely functional. This gains confidence of our students and other stake holders which is highly essential for the growth of the colleges.

Career Guidance & Placement Cells, functioning alongside the JKC, or independently are another channel for working towards for the benefit of student career progression. Don't maximum placements gain maximum job satisfaction and increase our reputation!/? Strengthen the efforts for the same.

Women Empowerment Cells (WEC) were established in all Degree colleges of AP. The empowerment of women is vital and increases their ability to influence changes and contribute to a better society. WEC ensures the attendance of girl students in the college regularly and focuses on health care, women related issues, access to Higher Studies and employability skills for girl students. This would also have a huge impact on women admissions. Never shall there be a lapse in attending women specific issues. Utilize the services of best women staff and address all the women grievances amicably.

On the other hand, we also have Red Ribbon Club (for promoting blood donation through blood donation camps), Consumer clubs (for creating awareness on consumer rights of the public), Eco club (to protect & promote green environment), Cultural club (for the conduct & promotion of cultural activities) etc., Steer them towards the intended goals.

DRCs to function effectively:

DRCs are established in 26 identified colleges of all districts, interconnecting all Government Colleges. The resources and expertise in the district are pooled and shared for the benefit of the students and staff. DRC is a fruitful platform to conduct programs, like faculty trainings, seminars, workshops, lectures, student centric activities etc. The resources need to be used by all colleges innovatively. It is the high time to top up the scarce resources of the colleges for the larger interest of students through this platform. Develop DRC to a highly appreciable standard with collective efforts.

Academic and Administrative Audit:

To improve the functional efficiency of colleges, observe the conduct of academic activities, promote accountability and professional competency of the staff. Academic Audit is initiated at lecturer and institutional levels covering all aspects of the institution like curricular, co-curricular and extra-curricular activities. The Audit report provides scope to improve the performance of the college and all colleges should take necessary measures and send compliance reports to the department.

Academic Formats on institutional plan, curricular plans, college activities, teaching notes, teaching diary, student progression and remedial coaching etc. have been redesigned to assure uniform maintenance of records of all activities in Degree colleges. Recording activities regularly and documenting them all evidence is vital for NIRF, AISHE, and NAAC assessment.

Websites – Timetable, AA, CSP, all other details:

College website is the live image of our performance. Dynamic college website shall reflect the information on academics and college activities which shall be regularly placed on the college website. The SOP issued for the purpose shall be scrupulously followed. Then only the fruits of maintaining a dynamic website could be reaped. Every department of the college must be able to update the college website with the latest information without delay. Doesn't it ease the burden of gathering all the information and uploading at once? Think wiser and adopt to the latest trends in assessment and accreditation procedures which are based mainly on the college website.

Quality Assurance:

It's a boon for the institutes to have an Internal Quality Assurance Cell (IQAC). Quality education is the motto of our department. A good academic institute should get recognition from students, alumni, and society. At the same time, the college must secure a reputable grade from NAAC. All colleges due for NAAC assessment should submit AQARs, IIQA, and SSRs to NAAC on time; college should submit IIQA before six months of the grade expiry and submit SSR through online as per the revised accreditation framework (RAF). A well functional IQAC is the heart of all these duties. Strengthen and look after regular IQAC initiatives with strong & continuous faculty support. I wish many more colleges do get "A" grades by improving the performance and upgrade into Autonomous and CPE colleges

Utilization of Resources Available – Libraries, Laboratories, Digital Classrooms (DCs) and Virtual Classrooms (VCs):

Continuous follow up has been made with respect to the uplifting of infrastructural facilities at the colleges by CCE, which resulted out in procuring the facilities of DCs and VCs in

most of the Institutions. Aren't those facilities very valuable and strengths of our teaching tools!? Digital and virtual classrooms will make education interesting, dynamic, innovative, and thoroughly inspiring. Please utilize the facilities to unravel the full potential of your teaching staff. I wonder why not the VCs are regularly utilized to share the expertise of our teachers to other institutions which lack such staff. Make a difference! DRCs can put these facilities to the best use by supplementing classes where there is scarcity for teachers in certain subjects.

Time spent in library by students and staff measures the interest they have towards academics. Use and enrich the facilities to the fuller potential. Similarly, the laboratories which impart the essential practical knowledge to students must be made the centers of skill training. Libraries and laboratories could be the places where students spend most of their times. After all, learning is so much fun. Make it flourish so.

Extension activities – (NCC, NSS):

Happy to see that some colleges carry out extension activities regularly. All the colleges are expected to have incorporated the schedule for Extension activities in the college calendars and to follow the calendar with utmost care. This part of our job is also intended to outreach the public, gaining fame for us. At the same time, our students would get good exposure to the conduct of such activities, when planned in a student-centric manner. Plan and execute as maximum as you can, without compromising on the quality. National Cadet Corps (NCC) and National Service Scheme (NSS) do play a huge role in conducting these activities. If not already having or when there is scope for additional units, apply for the grant of NCC and NSS units. When considered the role of NCC and NSS in instilling discipline to students, the most obvious objective of personality development of our students could easily be achieved. Never to ignore that these units are assets of the colleges and do attract more admissions.

Maintenance of Infrastructure & Campus:

As I frequently mention in the review meetings, we spend more time at our workplace next to our homes. Our workplace must not be disowned and not be expected to be maintained by some others. Keeping in mind of the difficulties we face to procure such facilities, maintain the institutional assets as we maintain our own. Recording of the usage of all the facilities in logbooks, regular cleaning, calibration of the equipment etc., are also an integral part of our duties. Do regularly monitor the maintenance, if not already doing. Cleanliness is Godliness. It is our responsibility to create congenial and hygienic environment in colleges to help students receive good education and to keep them healthy. The colleges shall take necessary measures to keep the college and its surroundings clean and healthy and provide basic facilities like drinking water and sanitation to students. Surprise inspections will be conducted at any time to check the cleanliness and maintenance of colleges.

Physical Education (Games, Sports & Yoga):

Nevertheless, Games & Sports are indispensable part of youth development. As the youth harboring platforms, the scope of our institutions in promoting the local talent, besides instilling healthy habit of practicing physical exercises and Yoga is endless. Encourage your students and staff through the physical education department and promote physical activities. Ensure participation in all possible competitions and tournaments. Participation is primary to winning. Academic excellence & recognition is well complemented with talent promotion which eventually fetches fame to our colleges.

Green Initiatives:

Lot of attention has been bestowed upon taking up of green initiatives as need of the hour in the days of environmental imbalance/crisis. Why don't we adopt and gain momentum towards such best practices as prescribed by NAAC? Take all measures to save energy as maximum as possible, to use alternative energy sources like solar energy, to implement plastic free campus, to recycle the waste including the biohazardous, and e-Waste. Evolve with the world for a better tomorrow. Lead our stake holders to carry forward the initiatives into the society.

Updating Institutional Data on MIS:

Management Information System (MIS) is a system harboring the entire data/information of any department enhancing the quality of management and growth of the organization by providing timely, accurate and meaningful information for planning, organization, and control various administrative issues.

The department has initiated Management Information System, designed, and developed by the Academic Cell. This portal provides a single-window solution for most of the official data requirements. Data of Government Degree Colleges and Aided Degree Colleges must be regularly uploaded with utmost accuracy to the portal. It is unusual for higher education department to find erroneous data in MIS. Data must better be verified on paper, signed by the principal prior to uploading the data. Such on-paper document must be preserved to avoid mismatching of data upon verification or at a later stage.

Standard Operating Procedures (SOPs):

Some SOPs have been devised and circulated to the colleges viz. roles and responsibilities of TLP coordinator, Admission strategies, submission of NAAC AQAR/SSR, Running canteen facilities, CIA, maintenance of websites, Extracurricular activities, establishment of RDCs, enhancement of GER & GPI, Community Service Project, code of professional ethics, roles, and responsibilities of the staff members. These SOPs could be used for the smooth, hassle free and meaningful conduct of various regular and highly essential core activities of the colleges. After issuance of such SOPs any deviations, ignorance, or other excuses in follow up could be avoided which is very much anticipated by CCE.

Further on, I would like to see considerable improvement periodically from now onwards. Since there is no scope for lackadaisical attitude in this regard at any level, once again I urge you to be the driving force in this everlasting and holy journey towards excellence.

I wish you all the best in all your endeavors.



Dr. Pola Bhaskar, IAS

**Proceedings of the Commissioner of Collegiate Education:AP: Mangalagiri
Present: Dr.Pola Bhaskar, IAS**

Rc.No: 6/LSC_SDC/CCE/2022

Dated: 27.09.2022

Sub: Collegiate Education-Implementation of LSCs/SDCs across all the colleges from this academic year-Reg

Ref: 1. CCE initiative on E-Content generation for Non-Core Subject namely: Life Skills courses (LSCs) and Skill Development Courses(SDCs) through Note File C.No: I /LSC_SDCI e-Content/CCE12022.

2. Procls. Rc.No: I/LSC_SDC/e-Content/CCE12022 date: 30-05.2022 of this office.

3.D.O. Lr to the Chairman, APSCHE Rc.No.06/ Uni_Cir /AC-5/ CCE-2022 dated 03.08.2022

4.Rc.No: 5/LSC SDC-Phase III/e-Content/CCE/2022 I) dated: 18.08.2022.

Order:

It is to inform that the Commissionerate of Collegiate Education (CCE), as part of its initiatives for implementation of Revised Curriculum Framework:2020 in UG programmes in line with National Education Policy: 2020 (NEP:2020) has undertaken the task of content generation for all skill courses (i.e.) Life Skill Courses (LSCs) and Skill Development Courses (SDCs) as there are no specified Text Books for these courses.

However, for the immediate benefit of students, content generation for seventeen (17) select skill courses have been taken up with focus on courses that would provide UG students with multidisciplinary and digital edge. The following are the Four (04) Life Skill courses and thirteen (13) Skill Development courses:

Semester	Life Skill Courses (04)		
I	Human Values and Professional Ethics		
II	Information & Communication Technology		
III	Analytical Skills		
	Environmental Education		
Skill Development Courses (13)			
Semester	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
I	Tourism Guidance	Insurance Promotion	Electrical Appliances
			Plant Nursery
II	Survey & Reporting	Business Communication	Solar Energy
	Social Work Methods	Logistics & Supply Chain Management	Dairy Techniques
III	Financial Markets	Retailing	Poultry Farming

Further, it is informed that the subject experts/content generators who have been instrumental in preparing textbooks and e-content in four quadrants and podcasts are trained as 'Master Trainers' in content delivery for the effective realization of Objectives and Learning Outcomes pertaining to skill courses. These master trainers in turn have trained teachers teaching the respective skill courses through "Training of Teachers".

In view of the above, the Principals of Government Degree Colleges (GDCs) are requested to make use of the available resources in the form of textbooks, e-content in four quadrants on CCE-LMS site and podcast effectively. This can only be ensured by the Principals through mandatory implementation of these select seventeen (17) skill courses at their respective GDCs.

Hence, the Principals of GDCs are instructed to make it compulsory for UG students studying in their colleges to opt from among the above mentioned seventeen (17) skill courses without any deviation.

Sd/- Dr Pola Bhaskar, IAS
Commissioner of Collegiate Education

To

The Principals of all GDCs

Copy To

The RJDCEs of Zone I, II, III & IV

//Attested//


Officer On Special Duty

**PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
AP::VIJAYAWADA
Present: Sri Pola Bhaskar, IAS**

Rc.No.3/CCE-Acad.Cell-Policies/AC-6/2022

Date: 22-06-2022

Sub: Collegiate Education -Revised Choice Based Credit System-
Implementation of first internship-Community Service Project (CSP) -
additional guidelines to Standard Operating Procedure (SOP) issued - reg.
Ref: SOP issued on CSP through Proceedings of the CCE vide Rc.No.3/CCE-
Acad.Cell-Policies/AC-6/2022 dated 16-05-2022.

In continuation with the Standard Operating Procedure (SOP) on Community Service Project issued vide proceedings cited in the reference, the following additional guidelines are issued for the effective implementation of Community Service Project.

i. Rescheduling of implementation of CSP for 1st year students

The first internship i.e., Community Service Project for the A.Y 2021-22 batch of students is scheduled during summer vacation, ie., May 2021. However, it is observed that semester end examinations are scheduled/going on during this period in some universities. The Colleges, in which University Semester End Examinations are going on for 1 yr students and could not take up Community Service Project, are informed to reschedule the Community Service Project only for those 1st year students in the following way:

- a) The students have to take up and complete the Community Service Project in the Second Semester of the A.Y 2021-22.
- b) Students have to make use of four weeks i.e., 28 days out of available 36 calendar days (Saturdays + Sundays) from July to October for the completion of CSP.
- c) Second semester continues for 4 months, i.e from July 2022 to October 2022, each month consists of 4 weeks and each week has 1 Saturday and 1 Sunday, so 2 days for a week and 8 days(2 day/week X 4 weeks) for a month and 32 days in 4 months
- d) Students can take up the project work during the weekend i.e Saturdays and Sundays, 32 days in the second semester and submit the report by the end of the second semester
- e) The four week project shall be implemented as per the below schedule:
 - I. Socio-Economic Survey of the Village/Habitation (7 days)
 - II. Community awareness campaign (7 days)

III. Main Project Implementation (7 days)

IV. Project Report writing (7 days)

f) For those 1st year students whose Community Service Project is rescheduled because of examinations are to be permitted to execute to execute the survey in villages for first two months, i.e July and August 2022 and attendance is to be given for Saturdays in these 2 months. For next months they can execute the work in the college under the guidance of the mentor

ii. Uploading of the CSP Reports on to the College Websites:

The **Faculty wise and Student wise status reports** on the implementation of CSP to be uploaded on respective College website by creating a tab" Community Service Project" with separate tabs for Academic year 2020-21 (present II yr students data) and 2021-22(present I yr students data) by 31.7.2022

Community Service Project

2021-22

Faculty Wise Status Report

Student Wise Status Report

2021-22

Faculty Wise Status Report

Student Wise Status Report

iii. Faculty wise Status Report :

The faculty wise status report on the implementation of CSP has to be collected in the below given format and the data has to be uploaded on the College website

Commissionerate of Collegiate Education, Government of AP										
Faculty wise status Report										
Academic year										
S.No	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students Allotted	No of Students Participated in CSP	No of Students Not Participated in CSP	No of Students Submitted CSP Reports	No of Students Not Submitted CSP Reports	No of Students for whom Evaluation Completed	No of Students for whom Not Evaluation Completed

iv. Student wise data to be collected

The student wise status report on the implementation of CSP has to be prepared along with the link of the students project report in the below given format and upload on the College website.

Student wise status Report

Academic Year

S.No	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students	Name of the Student	Group	Combina tion	Regd. No	Name of Communi ty Service Project	Marks Awarded for Project				Link of the Report
										Project Log	Impleme ntation	Report	Presenta tion	

v. Feedback from students Online and Physical

Each college shall collect online and offline feedback from the students who have participated in the Community Service Project. The Stream/Programme wise feedback collected shall be displayed on the website of the College. The offline feedback has to be collected by the Mentor/ faculty assigned for group of students and the record shall be kept with the mentor/faculty in-charge after the record is verified and validated by the Principal of the College.

vi. Student testimonials

Each College shall collect the testimonials of the students participated in Community Service Project and display the students' testimonials on the website of the college along with the Photo, Name, Year of the study and brief statements of the student.

All the Principals of GDCs shall bestow their personal attention on the above additional guidelines and implement Community Service Project (1st Internship) as per the schedule without fail.

Sd/- Pola Bhaskar IAS
Commissioner Collegiate Education

Encl:
Formats for status report

To
The Principals of all Govt Degree Colleges
Identified College Principals
RIDCEs of Rajahmundry, Guntur and Kadapa.

//ATTESTED//

Tubas
22/6/22
Academic Guidance Officer

Format-I: Faculty wise status report

Commissionerate of Collegiate Education			Faculty wise status report on Implementation of CSP							
S#	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students Allotted	No of Students Participated in CSP	No of Students Not Participated in CSP	No of Students Submitted CSP Reports	No of Students Not Submitted CSP Reports	No of Students Completed Evaluation	No of Students Not Completed Evaluation

Format-II: Student wise status report

Commissionerate of Collegiate Education			Student wise status report on Implementation of CSP							
S#	District (New)	College Name & Place	Name of the Faculty /Mentor	No of Students	Name of Community Service Project	Marks Awarded for Project				Link of the Report
						Log	Implementation	Report	Presentation	

PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
A.P. :: MANGALAGIRI
Present: Dr. Pola Bhaskar, IAS.

Proc.No.76/O.P-II/2023-1

Date: 04-07-2023

Sub: Collegiate Education- UG courses -Single Major programmes in Government Degree Colleges-from the Academic Year 2023-2024 -Orders issued- Reg.

- Read:** 1. Lt.No.APSCHE/AC/CBCS-2019-20/Review from the Secretary, APSCHE, Mangalagiri dated:24-04-2023.
2. Procs. Rc. No.2/ CCE-Acad-Cell / Sing.Maj/AC-06/2023, dt: 24.05.2023 of the Commissioner of Collegiate Education, AP, Mangalagiri.
3. This Office U.Note.No.1/AC-01/2023-24 Dt.3.7.2023.

The National Education Policy-2020, mainly emphasis, on improvement of quality of higher education, which plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution. Quality of higher education is must aim to develop good, thoughtful, well-rounded, and creative individuals. It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service. A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.

Accordingly, the AP State Council of Higher Education (APSCHE) revised the curricular framework of General UG Programmes in accordance with NEP 2020 and Revised Curricular Structure of UGC. The major change in the proposed curriculum is a shift from three majors to single majors along with multiple entry and exit options. In this connection the Secretary, APSCHE, Mangalagiri, in his letter cited in the 1st reference, requested the Commissioner of Collegiate Education, AP (CCE-AP) to initiate the process of conversion of three majors into single majors in all Government Degree Colleges to be in effect from 2023-24 academic year

By taking into account of the prevailing scenario in the Colleges, to design the overall development of the student in multifaceted way with available infrastructure in the Colleges, sanctioned posts, admissions made in the Colleges for the past three years, series of meetings have been convened on conversion of existing UG Programs in Three Majors to Single Major from the Academic Year 2023 -2024, with **Principals, IQAC Coordinators and Subject Experts from the Government Degree Colleges**, to represent a student in a society to meet the global challenges after completion of their under graduation, in the job market, on the strength of the representations received from all Government Degree College Principals in the State, to change the old adopted programs to meet the global demand, series of meetings have been conducted in various platforms with subject experts and other academicians including all the Principals of Government Degree Colleges and during the course of deliberate discussions and suggestions made by them, at their request, the single major programmes are finalized.

[Conti.P.2]

In the above back drop, as per the proposals submitted by the Principals in various platforms and after having deliberate discussions, with all the Principals of Government Degree Colleges in the state, while enclosing the College wise, Single Major programme, permitted to run in their respective Colleges as mentioned against each Government Degree College, they are directed to take further steps, for the ensuing admissions being carried for the academic year 2023-2024.

Further they are also requested to intimate the changes to the respective Affiliating University Registrars in their jurisdiction for its recognition/affiliation of programmes and further necessary action.

Receipt of these proceedings should be acknowledged.

Sd/- Dr. Pola Bhaskar, IAS
Commissioner of Collegiate Education

Encl: Annexure.

To
The Principal,
GDC, Uravakonda,
Anantapuramu Dt.

Copy:

Copy Submitted to the Principal Secretary to Government Higher Education,
Velagapudi, Guntur.

Copy Submitted to the Secretary to APSCHE-AP Guntur.

Copy to all the Registrars of Universities concerned.

Copy to RJDCE, Kadapa.

Copy to A.G.O, O/o the CCE.

// True Copy Attested //



Joint Director of Collegiate Education

Annexure
(CCE's Proc.No.76/O.P-II/2023-1, dated 04-07-2023)
Commissionerate of Collegiate Education, Govt. of A.P. :: Mangalagiri

GDC, Uravakonda, Anantapuramu Dt.,
(Affiliated to Sri Krishnadevaraya University)

S#	Single Major Programme	Medium	Intake
1	B A Honours (History)	English	40
2	B Com Honours (General)	English	60
3	BBA Honours	English	40
4	B Sc Honours (Physics)	English	40
5	B Sc Honours (Computer Science)	English	40
6	B Sc Honours (Zoology)	English	40
7	B Sc Honours (Chemistry)	English	40

Sd/- Dr. Pola Bhaskar, IAS
Commissioner of Collegiate Education

// True Copy Attested //


Joint Director of Collegiate Education

**PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION
AP::MANGALAGIRI
Present: Dr. Pola Bhaskar, IAS.**

Proc.No. 2/CCE - Acad.Cell/Sing.Maj/AC-06/2023

Dated: 24 .05.2023.

Sub: Conversion of existing UG Programmes in Three Majors to Single Major from the Academic Year 2023-2024 -Meeting with Principals, IQAC Coordinators and subject Experts from NRCs - communication of Schedule - Reg.

Ref: Lr.No.APSCHE/AC/CBCS-2019-20/Review from the Secretary, APSCHE, Mangalagiri dated:24-04-2023.

It is to inform that the AP State Council of Higher Education (APSCHE) revised the Curricular framework of General UG Programmes in accordance with NEP 2020 and Revised Curricular Structure of UGC. The major change in the proposed curriculum is a shift from three majors to single majors along with multiple entry and exit options. It is further informed that the Secretary, APSCHE in his letter cited in the reference, requested the Commissioner of Collegiate Education, AP to initiate the process of conversion of three majors into single majors in all Government Degree Colleges to be in effect from 2023-24.

In this connection a meeting is arranged on conversion of existing UG Programmes in Three Majors to Single Major from the Academic Year 2023-2024 with **Principals, IQAC Coordinators and Subject Experts from the Government Degree Colleges mapped to the following NRCs as per the schedule given below:**

S.No	Date	FN/ AN	NRCs	Venue	Participants to attend
1.	26-05-2023	FN	SV GDC Parvathipuram	GDC (W), Visakhapatnam	Principals, IQAC Coordinators from GDCs under NRC -SV GDC Parvathipuram and Faculty from GDC (W), Visakhapatnam
2.		AN	GDC (W), Visakhapatnam		Principals, IQAC Coordinators from GDCs under NRC - GDC (W), Visakhapatnam and Faculty from GDC (W), Visakhapatnam

3.		FN	GDC (M), Srikakulam	Dr.VSK GDC (A),Visakhapatnam	Principals, IQAC Coordinators from GDCs under NRC - GDC (M), Srikakulam and Faculty from Dr.VSK GDC (A),Visakhapatnam
4.	27-05-2023	AN	Dr.VSK GDC (A),Visakhapatnam		Principals, IQAC Coordinators from GDCs under NRC - Dr.VSK GDC (A), Visakhapatnam and Faculty from Dr.VSK GDC (A),Visakhapatnam
5.		FN	GDC (DK)(W)A), Nellore	O/o CCE-AP, Mangalagiri	Principals, IQAC Coordinators from GDCs under NRC - GDC (DK)(W)A), Nellore and Faculty from GDC (W) (A) Guntur
6.	30-05-2023	AN	GDC (W) (A) Guntur		Principals, IQAC Coordinators from GDCs under NRC - GDC (W) (A) Guntur and Faculty from GDC (W) (A) Guntur
7.	31-05-2023	FN	SRR&CVR GDC (A) Vijayawada	O/o CCE-AP, Mangalagiri	Principals, IQAC Coordinators from GDCs under NRC - SRR&CVR GDC (A) Vijayawada and Faculty from SRR&CVR GDC (A) Vijayawada
8.		FN	GDC (M)(A), Kadapa	Tirupati	Principals, IQAC Coordinators from GDCs under NRC - GDC (M)(A), Kadapa and Faculty from GDC (M), Srikalahasti
9.	02-06-2023	AN	GDC (M), Srikalahasti		Principals, IQAC Coordinators from GDCs under NRC - GDC (M), Srikalahasti and Faculty from GDC (M), Srikalahasti
10		FN	PVKN GDC(A), Chittoor		Principals, IQAC Coordinators from GDCs under NRC - PVKN GDC(A), Chittoor and Faculty from GDC (W), Srikalahasti
11	03-06-2023	AN	GDC, Pileru		Principals, IQAC Coordinators from GDCs under NRC - GDC, Pileru and Faculty from GDC (W), Srikalahasti

12		FN	GDC Nandyal	GDC (M) (A), Anantapuramu	Principals, IQAC Coordinators from GDCs under GDC Nandyal and Faculty from GDC (M) (A), Anantapuramu
13	06-06-2023	AN	GDC (M) (A), Anantapuramu		Principals, IQAC Coordinators from GDCs under NRC - GDC (M) (A), Anantapuramu and Faculty from GDC (M) (A), Anantapuramu
14	07-06-2023	FN	GDC, Guntakal		Principals, IQAC Coordinators from GDCs under NRC - GDC, Guntakal and Faculty from GDC (M) (A), Anantapuramu
15		FN	GDC, Tadepalligudem	GDC (A) Rajahmundry	Principals, IQAC Coordinators from GDCs under NRC - GDC, Tadepalligudem and Faculty from GDC (A) Rajahmundry
16	09-06-2023	AN	GDC, Tanuku		Principals, IQAC Coordinators from GDCs under NRC - GDC, Tanuku and Faculty from GDC (A) Rajahmundry
17		FN	PR GDC (A), Kakinada		Principals, IQAC Coordinators from GDCs under NRC - PR GDC (A), Kakinada and Faculty from GDC (A) Rajahmundry
18	10-06-2023	AN	GDC (A), Rajahmundry		Principals, IQAC Coordinators from GDCs under NRC - GDC (A), Rajahmundry and Faculty from GDC (A) Rajahmundry

The Principals of NRCs are requested to make necessary arrangements for the meeting at respective venues and meet the expenditure from their internal resources and share the expenditure equally among the NRCs.

The Principals are further requested to go through the guidelines for the conversion process into single major and conduct staff meeting to finalize the proposed single major programmes for the A.Y 2023-24 duly recording the minutes and attend the meeting with the data in the prescribed proforma enclosed herewith. All the principals are requested to bring the signed copy of the proforma for the meeting and send soft copy to 3to1major2023.cce@gmail.com and also to respective NRC In-Charge

Academic Officer, Academic Cell, O/o CCE-AP on or before 29-5-2023 by 5.00 pm.

The Principals, IQAC Coordinators and nominated faculty (one faculty for each subject from selected college) are instructed to attend the meeting without fail. The participants are permitted to claim TA/DA from the internal resources of their respective colleges, subject to the availability of funds.

Sd/- Pola Bhaskar IAS
Commissioner of Collegiate Education

Encl: 1. Guidelines
2. Proforma
3. Suggested List of Programmes.

To
The Principals Government Degree Colleges.
The Principals of 18 NRCs
Copy to RJDCE of Zone -I,II,III and IV for favour of information.

//ATTESTED//


24/5/23
Academic Guidance Officer

GUIDELINES

**(Annexure to Procds RC.No.2/CCE – Acad.Cell/Sing.Maj/AC-06/2022 of
the CCE-AP Dated: 24 .05.2023.)**

The existing three majors programmes offered by the Government Degree Colleges (GDCs) are to be converted into single major programmes from the academic year 2023-24 invariably.

The process of conversion of three majors into single majors in all GDCs & that of the aided sections of the PACs is as follows:

- a. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 40 or below to another single majors UG programme with same or lesser intake with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- b. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 41 to 59 to two single majors UG programmes with half the sanctioned intake for each of the new single majors, with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 75\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- c. The colleges can opt to convert each existing three majors UG programme with sanctioned intake of 60 and above to two single majors UG programmes with half the existing sanctioned intake for each of the two new single majors, with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 50\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.
- d. In case of (b) and (c) above, where the admissions criteria are not met, the existing three majors UG programme can be converted to another single majors UG programme with same or lesser intake with a minimum of 25 intake, provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23.

- e. In case of any UG programme that does not fall in the above categories i.e. the existing UG programmes with less than 30% on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23 cannot be converted and shall be discontinued deeming unviable.

For instance,

Case-I. The existing UG programme - B.Sc. (MPC) with ≤ 40 intake and with $\geq 30\%$ three year average admission percentage can be converted to:

- i. B.Sc. Honours (Mathematics) with 25 to 40 intake
(or)
- ii. B.Sc. Honours (Physics) with 25 to 40 intake
(or)
- iii. B.Sc. Honours (Chemistry) with 25 to 40 intake

Case-II. The existing UG programme - B.Sc (MPC) with 41-59 intake and with $\geq 75\%$ three year average admission percentage can be converted to:

- iv. B.Sc. Honours (Mathematics) with 25-30 intake and B.Sc Honours (Physics) with 25-30 intake
(or)
- v. B.Sc. Honours (Mathematics) with 25-30 intake and B.Sc Honours (Chemistry) with 25-30 intake
(or)
- vi. B.Sc. Honours (Physics) with 25-30 intake and B.Sc Honours (Chemistry) with 25-30 intake
(or)
- vii. B.Sc. Honours (Mathematics) with 25-30 intake and any other Single Majors related to Mathematics/Physics/Chemistry with 25-30 intake

Case-III. The existing UG programme - B.Sc. (MPC) with ≥ 60 intake and with $\geq 50\%$ three year average admission percentage can be converted as in (iv), (v), (vi) and (vii) with minimum intake of 30 or with half the existing sanctioned intake, for each of the two new single majors.

Case-IV. The existing UG programme - B.Sc (MPC) with 41-59 intake and with 30% to 74% three year average admission percentage (or) with ≥ 60

intake and with 30% to 49% three year average admission percentage can be converted into

- viii. B.Sc. Honours (Mathematics) with 30/half the existing intake (or)
 - ix. B.Sc. Honours (Physics) with 30/half the existing intake (or)
 - x. B.Sc. Honours (Chemistry) with 30/half the existing intake
- f. Conversion of existing three major programmes under Science disciplines can be done to FYUGPs (Hons/Research) under Science disciplines and the conversion of existing three major programmes of Arts stream can be done to FYUGPs (Hons/Research) under Arts disciplines only.
- g. Programmes like B.Com, B.Com (CA), BBA, BCA, B.Voc etc. can be continued with the same or modified intake as the programmes are already considered single majors. However, they will become Honours UG programmes due to revised curricular framework that of the Four Year UG Programmes (FYUGPs) to be implemented from the academic year 2023-24. Such FYUGPs are continued with the existing or modified (as per the request of the college) intake with a minimum of 30 intake provided that the admissions for the existing three majors programme have been $\geq 30\%$ on average for the last three academic years i.e. 2020-21, 2021-22 & 2022-23. Otherwise, the programme is deemed unviable and cannot be converted onto FYUGP and the college can propose for restructured programmes in commerce.
- h. The new FYUGP proposed must be offered by the affiliating University/SSCs under NSQF.
- i. Sanction is subject to the availability of Sanctioned Posts for the subjects required to teach the proposed new FYUGP's major as per SMPC, Laboratories, Classrooms, and necessary Infrastructure.

All single majors will be offered in English Medium in accordance with G.O Ms.No.49 HE(CE) Dept Dt:16.09.2021.

Sd/- Pola Bhaskar IAS
Commissioner of Collegiate Education

//ATTESTED//


Academic Guidance Officer