Sri Y S JAGAN MOHAN REDDY
Hon'ble Chief Minister of Andra Pradesh

Sri BOTCHA SATYANARAYANA
Hon'ble Minister for Education
Government of Andhra Pradesh

MANUAL FOR
GOVERNMENT DEGREE COLLEGES

ACCESS

SKILL

QUALITY MANAGEMENT IN HIGHER EDUCATION

TECHNOLOGY ENABLED GOVERNANCE

Commissionerate of Collegiate Education
Andhra Pradesh

"Education is an Investment for a Better Future. It Works in Shaping the Next Generation into a Confident and Competent Youth"

Sri Y S Jaganmohan Reddy
Hon'ble Chief Minister
Andhra Pradesh

"Our Government is Striving to Make Higher Education Accessible, Affordable, have Equity, Quality and Accountability. Poverty Should Not be a Barrier to Higher Education. No One Should be Deprived of Education"

Sri Botcha Satyanarayana
Hon'ble Minister for Education
Andhra Pradesh

Message

It is heartening to note that the Commissionerate of Collegiate Education is bringing out *"Manual for Government Degree Colleges"* a manual on the special initiatives of the department, started for the multi-dimensional development of Government Degree Colleges in the state.

As the development of a State depends on the development of its educational policies, the state of Andhra Pradesh is forging ways for its outreach to the underprivileged and the remote learners by establishing new Degree Colleges. The Commissionerate of Collegiate Education has been strengthening the colleges through several developmental initiatives in line with the guidelines of accreditation and ranking agencies like NAAC and NIRF.

I appreciate the efforts of the Commissionerate of Collegiate Education for remodeling the Collegiate Education in tune with the guidelines of NEP-2020 and for bringing out this manual. I hope this manual will guide colleges in achieving the expected goals.

Sri. J. Syamala Rao, IAS
Principal Secretary to Government
Department of Higher Education
Andhra Pradesh

Message

As John Dewey observes, 'Education is not preparation for life; education is life itself'. The real purpose of education is to broaden the vision of the individuals and to enlighten them to the facts and experiences of a truthful life.

The Various departments of Higher Education in the state of Andhra Pradesh have been striving hard to achieve the noble dream of our Hon'ble Chief Minister for a complete transformation to create job ready graduates with self-sustainability and enhanced employability. Right from admissions to certification and employability, various programmes and courses are re-designed to create diversified opportunities for the young graduates.

The Commissionerate of Collegiate Education has been charting a path for the graduates of Government and Aided Degree Colleges with its focus on the essential components of Higher Education through innovative vision, rigorous monitoring, guidance and hand holding.

The present booklet *"Manual for Government Degree Colleges"* showcases the initiatives taken up and being implemented across the Government and Aided Degree Colleges in the State. I congratulate the Commissioner and his team for this focused effort and extend warm wishes for the success of all the projects intended for the welfare of the students and thus for the economic growth of the state of Andhra Pradesh.

Prof. K. Hemachandra Reddy
Chairman
A.P. State Council of Higher Education

MANUAL FOR
GOVERNMENT DEGREE COLLEGES

Foreword

It gives me immense pleasure to bring out a manual on the initiatives of Commissionerate of Collegiate Education, Govt. of Andhra Pradesh. This book entitled "*Manual for Government Degree Colleges*" showcases our different initiatives designed for the development of Collegiate Education by the department on the lines of NEP.

The initiatives vary from improving admissions to the development of quality through monitoring and capacity building of teachers. With a special focus on developing quality, we have focused on NAAC Assessment and Accreditation. Our focus on employability has directed us to develop content for Life Skill Courses and Skill Development Courses which are essential for decency and livelihood.

With many feathers in the cap this book explains how we have opened new gateways for multi-dimensional development in the department on the lines of National Education Policy – especially on the three parameters: *Access, Quality and Future Readiness*. Not only these, but we are also trying to strengthen the systems like attendance, assessment and administration through different SOPs and Apps by harnessing relevant technology.

I appreciate the efforts of the Joint Director, Academic Guidance Officer and the officers of the Academic Cell who got involved in compiling this booklet. I believe that this book shows the path for the future golden years to come.

With best wishes,

Dr. Pola Bhaskar, IAS
Commissioner of Collegiate Education
Andhra Pradesh

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ABBREVIATIONS

APSCHE	AP State Council of Higher Education
AQAR	Annual Quality Assurance Report
CBCS	Choice Based Credit System
CCE	Commissionerate of Collegiate Education
CIA	Continuous Internal Assessment
CIF	Central Instrumentation Facility
CPDC	College Planning and Development Council
CSP	Community Service Project
CSR	Corporate Social Responsibility
FDP	Faculty Development Programme
GDC	Government Degree College
GER	Gross Enrolment Ratio
GoI	Government of India
GPI	Gender Parity Index
HEI	Higher Education System
IPR	Intellectual Property Rights
IQAC	Internal Quality Assurance Cell
JKC	Jawahar Knowledge Centers
JKCMC	JKC Monitoring Cell
LMS	Learning Management System
LSCs	Life Skill Courses
MIS	Management Information System
MoU	Memorandum of Understading
NAAC	National Assessment and Accreditation Council
NCC	National Cadet Corps
NEP	New Education Policy
NIRF	National Institutional Ranking Framework
NRC	Nodal Resource Centre
NSQF	National Skill Qualification Framework
NSS	National Service Scheme

OJT	On Job Trainings
RAF	Revised Accreditation Framework
RDCs	Research & Development Cells
RJDCE	Regional Joint Directors of Collegiate Education
RUSA	Rashtriya Uchchtar Siksha Abhiyan
SDCs	Skill Development Courses
SDG	Sustainable Development Goals
SoP	Standard Operating Procedure
SSC	Sector Skill Council
SSR	Self-Study Report
ToT	Training of the Trainers
UGC	University Grants Commission
VC	Virtual Classrooms
WEC	Women Empowerment Cells

I. PROFILE OF THE DEPARTMENT OF COLLEGIATE EDUCATION

I. PROFILE OF THE DEPARTMENT OF COLLEGIATE EDUCATION

The Directorate of Public Instruction (DPI) that managed all educational Institutions, both at Secondary and Collegiate levels was bifurcated as Directorate of School Education and Directorate of Higher Education in the year 1975 vide G.O. Ms. No. 788 Edn., dated 30.06.1975. The Directorate of Higher Education was entrusted with the responsibility of the Management of Degree and Junior Colleges in the State. Over the years, due to the enormous increase in the number of Junior colleges and the Degree Colleges, administration of these two sectors of Higher Education became difficult for a single Head of the Department. In order to give special attention to these two areas of education, the Directorate of Higher Education was further divided into Directorate of Collegiate Education and Directorate of Intermediate Education vide G.O.Ms.No.343-Edn, Dated: 31.10.1989. The Directorate of Collegiate Education came into existence on 01.11.1989. The Head of Collegiate Education deals with the matters of Undergraduate and Postgraduate Government and Private Aided Colleges in the State.

VISION

To provide a holistic platform for students and teachers to develop 21st century thinking skills, moral values, and leadership qualities for building a futuristic nation

MISSION

- To upgrade the institutions as quality centers through continuous monitoring and guidance
- To develop a sense of commitment through self-motivated monitoring mechanisms
- To promote student centered teaching through capacity building of teachers
- To provide eco-friendly and skill-oriented campuses for holistic blooming of body-mind and soul of the students

- To produce job-friendly graduates through skill-based courses and internships

DEPARTMENT AT A GLANCE

Structure of the Organization (Organogram)
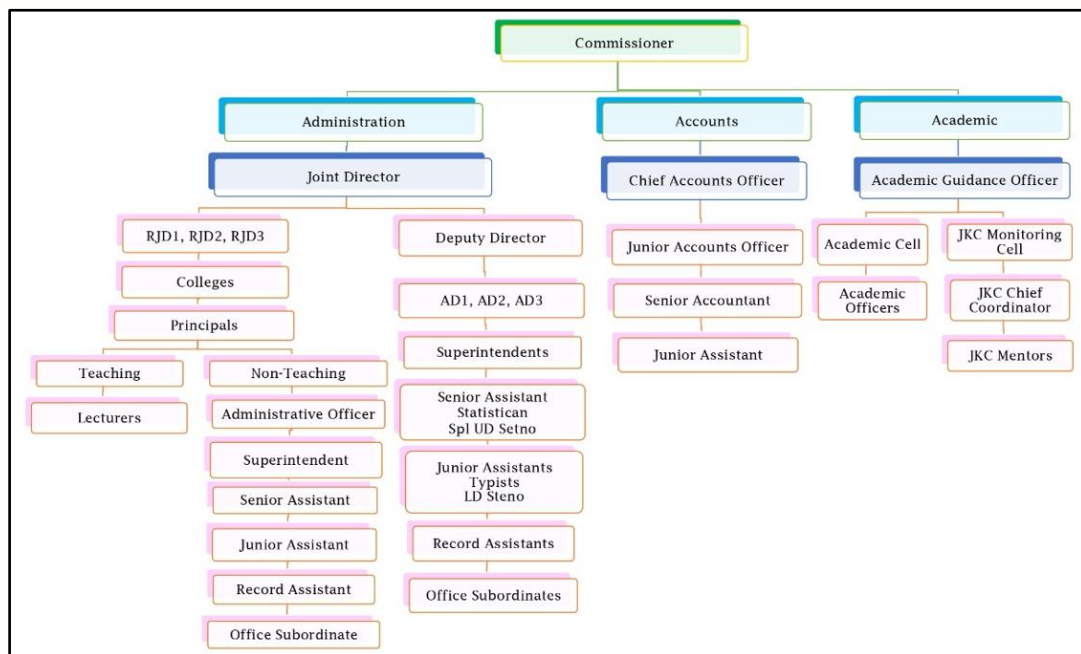
Details of GDCs

S.No.	Status	GDCs
1	No. of Government Colleges	166
2	Autonomous Colleges	14
3	CPE (College with Potential for Excellence) among autonomous colleges	3 GC(A), Rajahmundry, GCW(A), Guntur, DK GCW(A), Nellore
4	Department of Biotechnology (DBT) Star Colleges	1 GC(A), Anantapur
5	Colleges with valid NAAC grade	27
5	NAAC "A" grade Colleges	8
6	UGC B.Voc., Courses from 2020-21	28 GDCs
7	Apprenticeship-Embedded Degree Programs	18 GDCs
8	NIRF Rankings in 2020	3
9	NIRF Rankings in 2021	1
10	Women's Colleges	24
11	Nodal Resource Centers	16
12	ISO certifications	100

Govt. Degree Colleges cater to the educational needs of students representing all sections of the society including the poorest, underprivileged communities residing in the remotest parts of the state. Govt. Degree colleges impart higher Education to more than a lakh students and among them 48.7% are women students, 29% belong to SC, 11.9 % ST, 46.94% BC and 12.14 % other categories. 4000 teaching faculty members, including regular, recently absorbed, contract and guest faculty are working in these colleges to impart knowledge and skills to the students.

Details of GDCs New District wise:

Sl.No.	Zone	District	No. of GDCs	No. of GDCs for Women GDCs	No. of Autonomous Colleges
1	I	Alluri Sitharama Raju	7	2	0
2	I	Anakapalli	6	0	0
3	I	Parvathipuram Manyam	6	0	0
4	I	Srikakulam	11	1	1
5	I	Visakhapatnam	4	2	1
6	I	Vizianagaram	6	0	0
7	II	Dr. B.R.Ambedkar Konaseema	7	0	0
8	II	East Godavari	7	2	1
9	II	Eluru	8	0	0
10	II	Kakinada	7	1	3
11	II	Krishna	4	0	0
12	II	NTR	4	1	1
13	II	West Godavari	6	1	1
14	III	Bapatla	4	2	0
15	III	Guntur	2	1	1
16	III	Palnadu	2	0	0
17	III	Prakasam	6	1	0
18	III	SPS Nellore	7	1	1
19	IV	Tirupati	9	1	0
20	IV	Anantapuramu	7	1	1
21	IV	Annamayya	9	3	0
22	IV	Chittoor	8	1	1
23	IV	Kurnool	3	0	0
24	IV	Nandyal	10	0	0
25	IV	Sri Satya Sai	6	1	0
26	IV	YSR Kadapa	10	2	2
		Total	166	24	14

District-wise Total No. of GDCs & Women's Colleges

District	No. of GDCs	No. of Women GDCs
Alluri Sitharama Raju	7	2
Anakapalli	6	0
Parvathipuram Manyam	6	0
Srikakulam	11	1
Visakhapatnam	4	2
Vizianagaram	6	0
Dr. B.R. Ambedkar Konaseema	7	0
East Godavari	7	2
Eluru	8	0
Kakinada	7	1
Krishna	4	0
NTR	4	1
West Godavari	6	1
Bapatla	4	2
Guntur	2	1
Palnadu	2	0
Prakasam	6	1
SPS Nellore	7	1
Tirupati	9	1
Anantapuramu	7	1
Annamayya	9	3
Chittoor	8	1
Kurnool	3	0
Nandyal	10	0
Sri Satya Sai	6	1
YSR Kadapa	10	2

Map showing locations of GDCs in AP
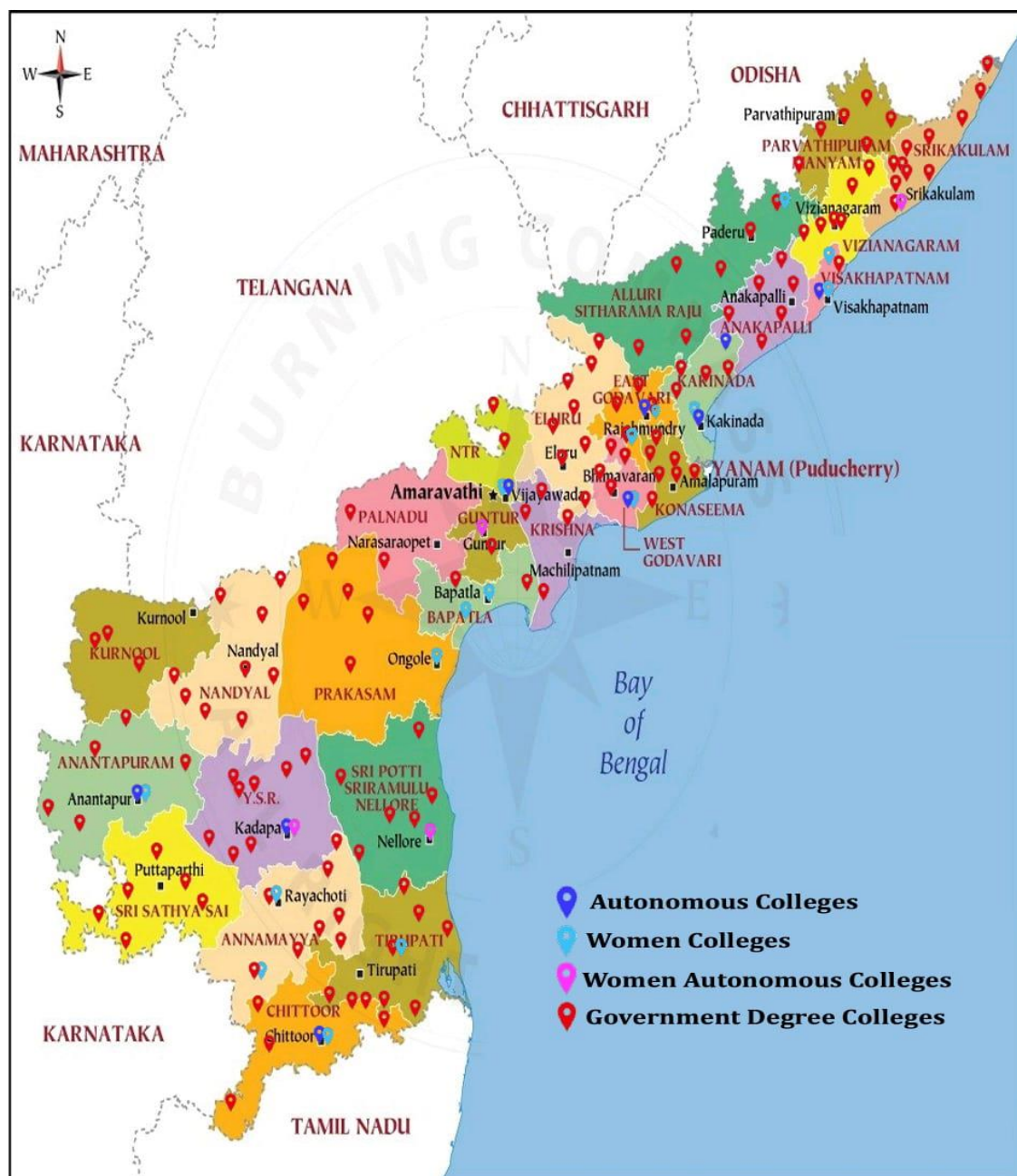
List of Principals showing Names and their contact numbers

S#	District	College Name & Place	Name of the Principal	Mobile#
1	Srikakulam	GDC, Amadalavalasa	Dr. N.S.N.Swamy	9491915112
2	Srikakulam	GDC, Ichapuram	Dr. Rabin Kumar Padhy	9437874607
3	Srikakulam	GDC (W)(A), Srikakulam	Dr. K. Sreeramulu	9440521011
4	Srikakulam	GDC, Baruva	Dr. V. Saleem Basha	9491355579
5	Srikakulam	GDC, Narasannapeta	Smt. M. Shanti Ham	9515879885
6	Srikakulam	GDC, Tekkali	Dr. T. Govindamma	9542455385
7	Srikakulam	GDC (M), Srikakulam	Dr. P. Surekha	9948121716
8	Srikakulam	GDC, Pathapatnam	Dr. K. Suryachadra Rao	9849137382
9	Srikakulam	GDC, Ponduru	Dr. D. Rama Rao	8985724890
10	Srikakulam	GDC, Palasa	Dr. R. Adinarayana Reddy	9398698207
11	Srikakulam	GDC, Thogaram	Dr. P. Surekha	9948121716
12	Parvathipuram Manyam	GDC, Palakonda	Dr. G. Janardhana Naidu	9440257537
13	Parvathipuram Manyam	GDC, Salur	Dr. T. Radha Krishna	9440315794
14	Parvathipuram Manyam	GDC, Veeraghattam	Dr. Ch. Sudhakar Reddy	9291275355
15	Parvathipuram Manyam	GDC, Seethampeta	Dr. P. Jeevan Jyothi	9441980501
16	Parvathipuram Manyam	GDC, Gummalaxmipuram	Dr. M. Venugopal	9866247088
17	Parvathipuram Manyam	GDC (SV), Parvathipuram	Dr. C. Chalapathi Rao	9440127517
18	Vizianagaram	GDC, Srungavarapukota	Dr. Ch. Kesava Rao	9490430356
19	Vizianagaram	GDC, Cheepurupalli	Dr. P.V. Krishnaji	9490859690
20	Vizianagaram	GDC, Rajam	Dr. P. Swapna Hyndavi	8790607303
21	Vizianagaram	GDC (MR) Sanskrit, Vizianagaram	Dr. P.Anil Kumar	9441257827
22	Vizianagaram	GDC, Vizianagaram	Dr. P. Anil Kumar	9441257827
23	Vizianagaram	GDC, Gajapathinagaram	Dr. R. Satyanarayana	9849423233
24	Visakhapatnam	GDC (Dr.VSK)(A), Visakhapatnam	Dr. I. Vijay babu	9849829554
25	Visakhapatnam	GDC, Bheemunipatnam	Dr. R. Manjula	9985737633
26	Visakhapatnam	GDC (W), Visakhapatnam	Dr. S. Shobha Rani	7981719452
27	Visakhapatnam	GDC (W), Tagarapuvalasa	Dr. R. Manjula	9985737633
28	Anakapalli	GDC, Narsipatnam	Dr. S. Raju	9440306372
29	Anakapalli	GDC, Chodavaram	Dr. K. Ramachandra Rao	9440328736
30	Anakapalli	GDC, Sabbavaram	Dr. B. Seethalakshmi	9441400060
31	Anakapalli	GDC, V.Madugula	Smt. G. Jayalakshmi	9951676581

S#	District	College Name & Place	Name of the Principal	Mobile#
32	Anakapalli	GDC, Yellamanchili	Dr. P. Chandra Sekhar	8919279469
33	Anakapalli	GDC, Nakkapalli	Dr. M. Sivaiah	7659002882
34	Alluri Sitharama Raju	GDC, Rampachodavaram	Dr. V. Srinivasa Rao	9553303959
35	Alluri Sitharama Raju	GDC, Chintapalli	Dr. K. Brahmachari	9912304632
36	Alluri Sitharama Raju	GDC, Paderu	Dr. V. Chittabbai	9441142001
37	Alluri Sitharama Raju	GDC (W), Marripalem	Dr. Shaik Haroon	9441923660
38	Alluri Sitharama Raju	GDC, Araku Valley	Dr. K.B. Kumar Naik	9440335502
39	Alluri Sitharama Raju	GDC, Chinturu	Dr. K. Rathna Manikyam	9949229236
40	Alluri Sitharama Raju	GDC (W), Araku Valley	Dr. Ch. Rama Krishna	9848378211
41	Kakinada	GDC, Jaggampeta	Dr. E. Chandra Naidu	8328398875
42	Kakinada	GDC (ASD)(W)(A), Kakinada	Dr. B. Ananta Lakshmi	9963786386
43	Kakinada	GDC (A), Tuni	Dr. Ch. Lalitha	9866594053
44	Kakinada	GDC (PR)(A), Kakinada	Dr. B.V. Tirupanyam	9177786215
45	Kakinada	GDC, Yeleswaram	Dr. K.Venkata Rao	9492382120
46	Kakinada	GDC, Pithapuram	Dr. P. Subhashini	9666391910
47	Kakinada	GDC, Perumallapuram	Dr. M.V.K. Mehar	9848406772
48	Dr. B.R.Ambedkar Konaseema	GDC, Mandapeta	Dr. T.K.V. Srinivasa Rao	7981414513
49	Dr. B.R.Ambedkar Konaseema	GDC, Ravulapalem	Dr. Ch. Krishna	9440093239
50	Dr. B.R.Ambedkar Konaseema	GDC, Razole	Dr. P. Sai Babu	9440976477
51	Dr. B.R.Ambedkar Konaseema	GDC, Kothapeta	Dr. K. Peddi Raju	9849711253
52	Dr. B.R.Ambedkar Konaseema	GDC, Ramachandrapuram	Dr K.C. Sathya Latha	8977763199
53	Dr. B.R.Ambedkar Konaseema	GDC, Alamuru	Dr. T.K.V. Srinivasa Rao	7981414513
54	Dr. B.R.Ambedkar Konaseema	GDC, Mummidivaram	Dr. S. Prabhakar	9866668182
55	East Godavari	GDC (A), Rajahmundry	Dr. R. David Kumar	9989334981
56	East Godavari	GDC, Seethanagaram	Dr. D. Chitti babu	7659854317
57	East Godavari	GDC (SKR)(W), Rajahmundry	Dr. P. Raghava Kumari	9908542048
58	East Godavari	GDC (SKVT), Rajahmundry	Dr. Abel Raju Babu	9490710317

S#	District	College Name & Place	Name of the Principal	Mobile#
59	East Godavari	GDC (SVD)(W), Nidadavole	Dr. D. Rudra	8074244690
60	East Godavari	GDC (VRK), Nidadavole	Dr. K. Jyothi	9440301264
61	East Godavari	GDC, Kovvuru, E.G. Dt.	Dr. J. Suneetha	9441050910
62	West Godavari	GDC (ASNM)(A), Palakol	Dr. T. Raja Rajeswari	9441064063
63	West Godavari	GDC (W), Palakol	Dr. P. Shobha Rani	9949084030
64	West Godavari	GDC, Tadepalligudem	Dr. M. Syam Babu	9440575085
65	West Godavari	GDC, Bhimavaram	Dr. V.K.J. Prasuna	9491486449
66	West Godavari	GDC, Tanuku	Dr. N. Venkateswara Rao	9948121718
67	West Godavari	GDC, Dumpagadapa	Dr. P. Shobha Rani	9949084030
68	Eluru	GDC, Ganapavaram	Dr. M. Syam Babu	9440575085
69	Eluru	GDC, Jangareddigudem	Dr. M. Prasad Babu	9848731666
70	Eluru	GDC, Chintalapudi	Dr. P. Srinivasa Rao	9390883982
71	Eluru	GDC, Eluru	Dr. G. Giri Babu	9441303670
72	Eluru	GDC, Kaikalur	Dr. B. Raghunatha Reddy	9948422020
73	Eluru	GDC, Narayanapuram	Dr. G. Giri Babu	9441303670
74	Eluru	GDC, Kamavarapukota	Dr. S. Nathaniel	9490789741
75	Eluru	GDC, Buttaigudem	Dr. P.U.V.N. Maneendra	8885651366
76	Krishna	GDC, Movva	Dr. S. Madhavi	9440969636
77	Krishna	GDC, Avanigadda	Dr. D. Uma Rani	9247276451
78	Krishna	GDC, Bantumilli	Dr. S. Jagan Mohan Rao	9492976347
79	Krishna	GDC, Pamarru	Dr. P. Srinivas	9603227727
80	NTR	GDC, Mylavaram	Dr. I. Ravi	9440630271
81	NTR	GDC, Tiruvuru	Dr. M. Susheela Rao	9491716380
82	NTR	GDC (SRR&CVR)(A), Vijayawada	Dr. K. Bhagya Lakshmi	9848251236
83	NTR	GDC (SWR)(W), Kanchikacherla	Dr. V. Neeraja	9705798900
84	Guntur	GDC, Chebrole	Dr. V. Sridevi	9440961086
85	Guntur	GDC (W)(A), Guntur	Dr. V.R. Jyotsna Kumari	9948121715
86	Palnadu	GDC, Vinukonda	Dr. K. Srinivasa Rao	9866456431
87	Palnadu	GDC, Macherla	Dr. J Lakshmi Kumari	9491880547
88	Bapatla	GDC, Addanki	Dr. V. Mohan Rao	9441518793
89	Bapatla	GDC, Repalle	Dr. T.C. Ravichandra Kumar	7673928069
90	Bapatla	GDC (W), Chirala	Dr. Ch. Ramanamma	9440945039
91	Bapatla	GDC (W), Bapatla	Dr. K. Malyadri	8106288345
92	Prakasam	GDC (W), Ongole	Dr. D. Kalyani	9492903586
93	Prakasam	GDC, Kanigiri	Dr. J. Usha rani	9490443058
94	Prakasam	GDC, Cumbum	Dr. N. Srinivasa Rao	9885446519
95	Prakasam	GDC, Yerragondapalem	Dr. G. Sreedhar Naidu	9290006280
96	Prakasam	GDC, Darsi	Dr. V. Hanumanthaiah	9441523273
97	Prakasam	GDC, Dornala	Dr. T.S. Rajendra Kumar	9502644523
98	SPS Nellore	GDC (DK)(W)(A), Nellore	Dr. D. Giri	8008946963

S#	District	College Name & Place	Name of the Principal	Mobile#
99	SPS Nellore	GDC, Rapur	Dr. K. Aruna Kumar	9247262230
100	SPS Nellore	GDC, Udayagiri	Dr. P. Eswar Kumar	8074429161
101	SPS Nellore	GDC, Ulavapadu	Dr. G.L. Sudha Rani	9885940292
102	SPS Nellore	GDC, Vidavalur	Dr. B. Sujatha	6301091971
103	SPS Nellore	GDC, Kandukur	Dr. M. Ravi Kumar	9440221228
104	SPS Nellore	GDC, Kovur, Nellore Dt.	Dr. C.P. Lakshmi Prasuna	8247574997
105	Tirupati	GDC, Naidupeta	Dr. M. Madhusudana Varma	9963444253
106	Tirupati	GDC (W), Srikalahasti	Dr.B. Rajasekhar	9441964145
107	Tirupati	GDC, Puttur	Dr. M. Bhaskar Reddy	9866906633
108	Tirupati	GDC, Pakala	Dr. A. Mohiddeen Basha	9440216748
109	Tirupati	GDC, Satyavedu	Dr. G. Suresh Babu	9959204643
110	Tirupati	GDC, Gudur	Dr. P. Venkateswarlu	9885492370
111	Tirupati	GDC (M), Srikalahasti	Dr. Y. Nagaraja Naidu	9440076466
112	Tirupati	GDC, Sullurpeta	Dr. S.L.V. SankaraSarma	9440555840
113	Tirupati	GDC, Venkatagiri	Dr. K. Aruna Kumar	9247262230
114	Chittoor	GDC, Nagari	Dr. R. Venugopal	9440585464
115	Chittoor	GDC, Karvetinagaram	Dr. S. Vijayulu Reddy	9440079121
116	Chittoor	GDC, Kuppam	Dr. J. Lakshmi Narayana	9440044562
117	Chittoor	GDC, Palamaner	Dr. M. Vijaysekharam	9490109132
118	Chittoor	GDC (W), Chittoor	Dr. K. Manohar	9966247353
119	Chittoor	GDC (PVKN)(A), Chittoor	Dr. G. Ananda Reddy	9440088450
120	Chittoor	GDC, Punganur	Dr. Y. Rajasekhar	9885876776
121	Chittoor	GDC, Vedurukuppam	Dr. B. Annapurna Sarada	9948231118
122	Annamayya	GDC (BT), Madanapalle	Dr. M. Sudhakar Reddy	9441921918
123	Annamayya	GDC, Kodur	Dr. M. Sreelatha	9989305638
124	Annamayya	GDC, Rajampet	Dr. B. Purushotham	9966452703
125	Annamayya	GDC (W), Madanapalle	Dr. R. Krishnaveni	9441900481
126	Annamayya	GDC, Valmikipuram	Dr. P. Babu	9440581628
127	Annamayya	GDC, Pileru	Dr. M. Sudhakar Reddy	9441921918
128	Annamayya	GDC, Rayachoti	Dr. P. HarshaLatha	9949632906
129	Annamayya	GDC (SWR)(W), Kalikiri	Dr. L Anjali iDevi	9492375166
130	Annamayya	GDC (W), Rayachoti	Dr. Sk. Hyder Ali	9440222894
131	YSR	GDC, Jammalamadugu	Dr. G. Chandra Sekhar	9440419368
132	YSR	GDC, Proddatur	Dr. G. Chandra Sekhar	9440419368
133	YSR	GDC (M)(A), Kadapa	Dr. G. Ravindranath	9849765838
134	YSR	GDC, Porumamilla	Dr. S. Naresh	8985356051
135	YSR	GDC Yerraguntla, YSR Dt.	Dr. M. Ravi Kumar	8341184784
136	YSR	GDC, Mydukur	Dr. P. Narayana Reddy	9704522925
137	YSR	GDC (W)(A), Kadapa	Dr. P. Subbalakshumma	9951461047
138	YSR	GDC, Pendlimarri	Dr. V. Prasad Babu	7842191836

S#	District	College Name & Place	Name of the Principal	Mobile#
139	YSR	GDC, Vempalle	Dr. C. Yoganjaneyulu	9849347038
140	YSR	GDC (W), Pulivendula	Dr. B. Srinivasulu	9441457667
141	Nandyal	GDC, Yerraguntla, Nandyal Dt.	Dr. D. Rama Krishna Reddy	9347291971
142	Nandyal	GDC, Atmakur	Dr. M. Simhadri	9441182082
143	Nandyal	GDC, Banaganapalle	Dr. I. Swarna Latha Devi	9133605384
144	Nandyal	GDC, Dhone	Dr. M. Bharati	9440047067
145	Nandyal	GDC, Nandikotkur	Dr. R. Suneetha	9393826020
146	Nandyal	GDC, Srisailam	Dr. P. Hussian Basha	9441290749
147	Nandyal	GDC (PSC&KVSC), Nandyal	Dr. N. Sasikala	9490602116
148	Nandyal	GDC, Koilakuntla	Dr. J.V.V.N. Kesava Rao	9440165007
149	Nandyal	GDC, Allagadda	Dr. S. Siva Reddy	9866041775
150	Nandyal	GDC, Panyam	Dr. S. Makbool Hussain	9160044786
151	Kurnool	GDC, Alur	Dr. V. Venkata Narasaiah	9441022236
152	Kurnool	GDC, Pattikonda	Dr. R. Madhuri	9704958772
153	Kurnool	GDC, Yemmiganur	Dr K Mahaboob Basha	9701726027
154	Anantapuramu	GDC (M)(A), Anantapuramu	Dr. A.C.R. Divakara Reddy	8919879992
155	Anantapuramu	GDC (KSN)(W), Anantapuramu	Dr. P. Sankaraiah	9849626797
156	Anantapuramu	GDC, Kalyanadurg	Dr. D. Jayarami Reddy	9440333703
157	Anantapuramu	GDC, Rayadurg	Dr. R. Raghuram Murthy	9441951535
158	Anantapuramu	GDC, Tadipatri	Dr. B. Vijayalakshmi	9290500488
159	Anantapuramu	GDC, Uravakonda	Dr. G. Ramakrishna	9948098811
160	Anantapuramu	GDC, Guntakal	Dr. K. Gnaneswar	9949383640
161	Sri Satya Sai	GDC, Madakasira	Dr. R. Subbaiah	9704406695
162	Sri Satya Sai	GDC, Penukonda	Dr. N. Ramesh Reddy	9440216040
163	Sri Satya Sai	GDC, Dharmavaram	Dr. K. Prabhakara Reddy	9441177709
164	Sri Satya Sai	GDC (W), Hindupur	Dr. M. Pragathi	9440798008
165	Sri Satya Sai	GDC, Bukkapatnam	Dr. A. Lakshmaiah	9440561104
166	Sri Satya Sai	GDC, Kadiri	Dr. S. Smitha	9550099300

Outline of NEP 2020

National Education Policy-2020 envisages a new and forward-looking Vision for India's Higher Education System. To carry forward this vision to the colleges of Andhra Pradesh, the Commissionerate of Collegiate Education has prepared a route map through different Standard Operational Procedures for improving the academic and administrative quality for the betterment of standards in the fields of teaching and learning.

Higher education plays an extremely important role in promoting human as well as societal well-being. The students that come out of our Higher Educational Institutions must be socially conscious, cultured, and humane. They should be able to uphold the nation through liberty, equality, fraternity, and justice for all.

A holistic and multidisciplinary education would aim to develop all capacities of human beings and such a holistic education shall be in the long-term approach of all undergraduate programmes. With this view to address the three aspects, Access, Quality and Future Readiness, the department has been guiding the colleges in different ways:

A quality education focuses on the holistic wellbeing of the learner-the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status or geographic location. It prepares the students for life, and not just for learning outcomes. Quality education provides the outcomes needed for individuals, communities, and societies to prosper. It promotes the institutions to align and integrate fully with their communities and access a range of services across sectors designed to support the educational development of their students.

Quality education supported by three pillars *Access, Quality and Future Readiness*, as suggested by NEP-2020. These three aspects promote learning tools and professional development and create quality learning environments.

II. INITIATIVES TO PROMOTE ACCESS

- Gross Enrolment Ratio (GER)
- Gender Parity Index (GPI)
- Online Admissions
- Establishment of New Govt. Degree Colleges
- Establishment of Model Degree Colleges

II. INITIATIVES TO PROMOTE ACCESS

1. Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio (GER) of the State and the Nation is the enrolment ratio of the population with age group between 18-23 years in Higher Education. Increased GER has been set as a Sustainable Development Goal (SDG) by Niti-Ayog. Gross Enrolment Ratio (GER) of HE is 35.1% in AP compared with 27.1 at national level and working with a target to reach 50% by 2030.

- Collegiate Education has been guiding the colleges to increase the enrolment by connecting with Community, Junior Colleges, Parents, Alumni and other stake holders.
- Issued SOP on strategies for enhancing access to HE to Socio Economically Disadvantaged Groups (SEDGs), Women
- At the same time, CCE has been strategically realigning the courses/programs offered according to the needs of the Industry and Society, introduced Market Oriented Programmes, Vocational Programmes in collaboration with UGC, Delhi and Apprenticeship-embedded Degree Programs in collaboration with Sector Skill Councils, Govt. of India which include a paid apprenticeship and placement assistance to the aspirants.
- Introduction of courses after review meeting with all colleges as per need analysis and employment avenues
- Constituted college wise Admissions Promotion Committee (APC) and Programme-Wise Admissions Teams (PATs) to prepare action plan to enhance the admissions for the academic year 2022-23
- Strengthening Skills training and student support services
- Preparation of a good quality video, brochures, pamphlets highlighting facilities and strengths and Programmes offered by the college
- Campaigning in all Junior Colleges, Visits to villages, houses and coordination with Village Secretariats
- Creation of awareness among Intermediate students on Degree Online Admissions and introduction English as medium of instruction
- Establishment of Help Desk at all Govt. Degree Colleges to guide and

support Intermediate students in the process of online admissions

- Conduct of online Awareness cum Bridge Course for Intermediate students before admissions
- Updating the college websites with all its previous achievements
- Support for provision of hostel facility and transport facility in coordination with BC, SC, ST welfare and RTC departments
- Working in collaboration with Alumni and parents to reach more students and parents
- Establishment of 14 new GDCs after 2019-20
- As per the vision of Hon'ble CM, Govt. of AP submitted proposals for establishment 51 more Govt. Degree colleges, i.e one Govt. degree college for every Assembly Constituency
- Government of AP is supporting all eligible students pursuing Higher Education by giving Jagananna Vidya Deevana (JVD) and Jagananna Vasathi Deevena

Increase of Strength in GDCs 2020-21:

Year	I yr		%	II yr	III yr	Total
	Intake	Admitted				
2019-20	54384	31501	57.92	25741	24950	82192
2020-21	51676	38830	75.14	31501	25741	96072
2021-22	53206	41843	78.64	38830	31501	112174

Staff of a GDC Releasing Admissions Brochure

2. Gender Parity Index (GPI)

Out of 166 Govt. Degree Colleges, 24 colleges were established exclusively to provide access to women students and to promote women education. New GDCs for Women are being established to encourage enrolment of women for higher education. Keeping in view of the weightage in accreditation in terms of gender parity (Staff & Students), provision of supernumerary seats for women in STEM courses like the IITs model is proposed.

Conduct of regular outcome-based activities by Women Empowerment Cells (WECs) at the HEIs has been a game changer for women students. These activities include academic counseling, personality development, health & hygiene, legal counseling, entrepreneurial guidance, etc.,

Encouraging the women staff and students across the chain of management is also a part of our GPI improvement strategies. This is attained by balancing the contribution of women with that of men in managerial roles at both student and staff levels, instilling the confidence in the women.

List of women colleges with details of admissions in 2021-22 and hostel facility

S. No.	Zone	District	College	Intake	Admitted	% of Admissions	Remarks	Hostel Facility
1	I	Srikakulam	GDC (W)(A), Srikakulam	700	676	96.57		
2	I	Visakhapatnam	GDC (W), Araku Valley	280	190	67.86		
3	I	Visakhapatnam	GDC (W), Marripalem	1810	145	80.56		
4	I	Visakhapatnam	GDC (W), Tagarapuvalasa	120	37	30.83	from 2021-22	
5	I	Visakhapatnam	GDC (W), Visakhapatnam	680	649	95.44		Available
6	II	East Godavari	GDC (W)(A), Kakinada	540	505	93.52		Available
7	II	East Godavari	GDC (SKR) (W), Rajamahendravaram	948	655	69.09		Available

S. No.	Zone	District	College	Intake	Admitted	% of Admissions	Remarks	Hostel Facility
8	II	Krishna	GDC (SWR)(W), Kanchikacherla	100	80	80		Available
9	II	West Godavari	GDC (SVD)(W), Nidadavole	220	188	85.45		
10	II	West Godavari	GDC (W), Palakol	220	166	75.45		
11	III	Guntur	GDC (W)(A), Guntur	1170	1018	87.01		Available
12	III	Guntur	GDC (W), Bapatla	150	109	72.67		
13	III	Prakasam	GDC (W), Chirala	300	196	65.33		Available
14	III	Prakasam	GDC (W), Ongole	220	189	85.91		Available
15	III	SPS Nellore	GDC (DK)(W)(A), Nellore	510	393	77.06		Available
16	IV	Anantapuramu	GDC (W), Anantapuramu	690	536	77.68		Available
17	IV	Anantapuramu	GDC (W), Hindupur	440	328	74.55		Available
18	IV	Chittoor	GDC (SWR)(W), Kalikiri	140	133	95		Available
19	IV	Chittoor	GDC (W), Chittoor	290	231	79.66		Available
20	IV	Chittoor	GDC (W), Madanapalle	330	209	63.33		
21	IV	Chittoor	GDC (W), Srikalahasti	300	163	54.33		
22	IV	YSR	GDC (W)(A), Kadapa	780	725	92.95		Available
23	IV	YSR	GDC (W), Rayachoti	150	47	31.33	from 2021-22	
24	IV	YSR	GDC(W), Pulivendula	120	--	--	from 2022-23	
			Grand Total	9550	7668	80.29		

- Coordinating with Welfare departments to provide hostel facility to the needy students
- Establishment of Inclusive Centers in all college to support and counsel women to continue Higher Education
- Conduct of regular outcome-based activities by Women Empowerment Cells (WECs) at the HEIs has been a game changer for women students. These activities include academic counselling, personality development, health & hygiene, legal counselling, entrepreneurial guidance, etc.,

- Encouraging the women staff and students across the chain of management is also a part of our GPI improvement strategies. This is attained by balancing the contribution of women with that of men in managerial roles at both student and staff levels, instilling the confidence in the women.
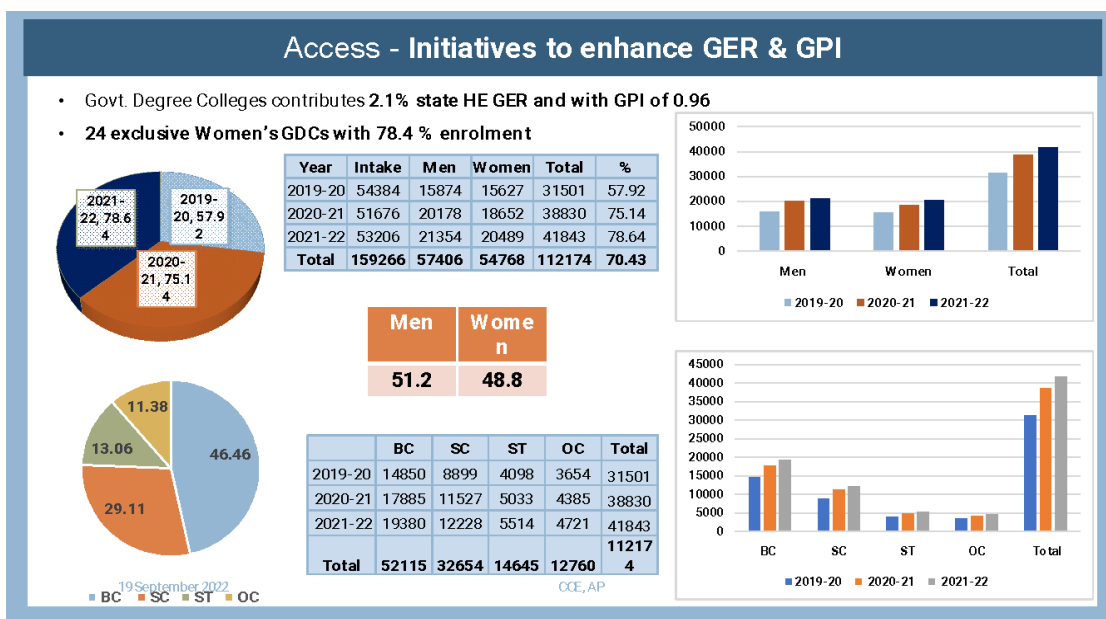

Access - Initiatives to enhance GER & GPI

- Govt. Degree Colleges contributes **2.1% state HE GER and with GPI of 0.96**
- **24 exclusive Women's GDCs with 78.4 % enrolment**

Year	Intake	Men	Women	Total	%
2019-20	54384	15874	15627	31501	57.92
2020-21	51676	20178	18652	38830	75.14
2021-22	53206	21354	20489	41843	78.64
Total	159266	57406	54768	112174	70.43

Men	Women
51.2	48.8

	BC	SC	ST	OC	Total
2019-20	14850	8899	4098	3654	31501
2020-21	17885	11527	5033	4385	38830
2021-22	19380	12228	5514	4721	41843
Total	52115	32654	14645	12760	112174

19 September 2022

CCE, AP
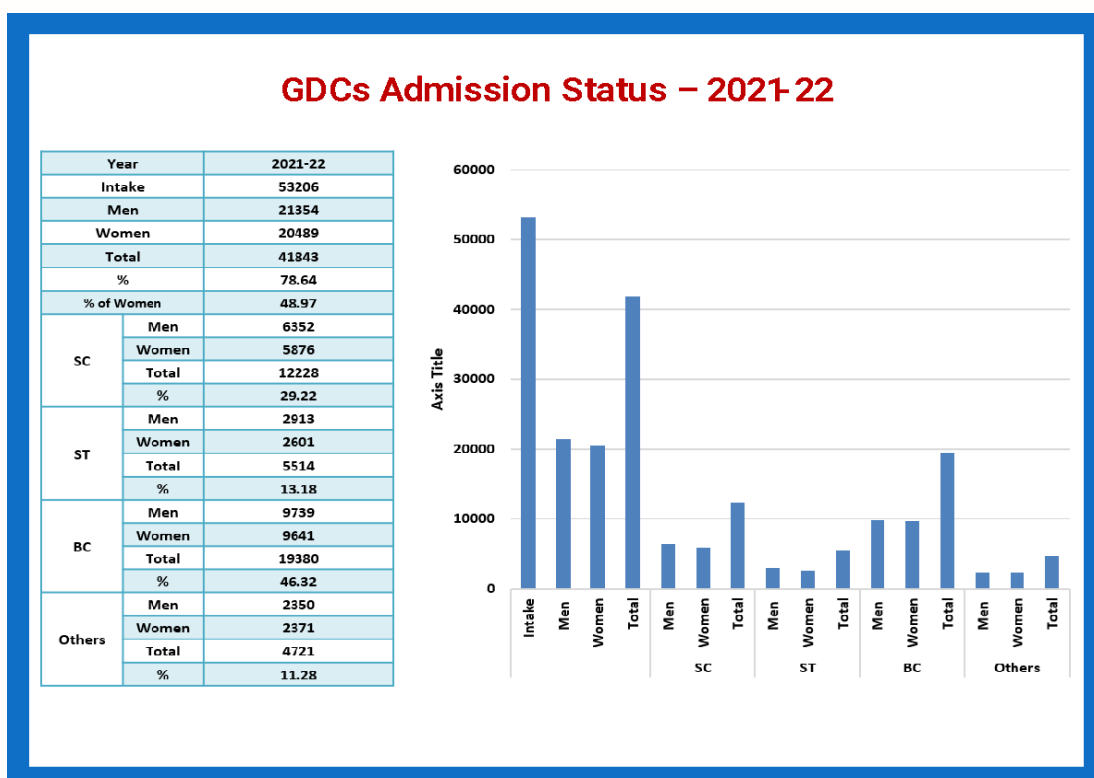

KSN Govt. Degree College for Women, Anantapur got NAAC "A" grade

3. Online Admissions

- Government of AP introduced online admissions from 2020-21 Academic year for undergraduate courses offered by the Degree Colleges in the State to promote merit, achieve excellence, curb malpractices, implement reservations, conduct fair, non-discriminatory, and merit-based admissions on a transparent basis in the larger interests and welfare of the student community.

- Through the single-window system of admissions into any UG program of any HEI in the state of A.P., a wide Range of College/Program Choice for students has been provided.

- Noteworthy is that this is a hassle-free admission process unlike the traditional offline admissions. Students across the state can apply for any college online through OAMDC portal from their homes or from Help Desk centers provided at Govt. Degree Colleges.

GDCs Admission Status – 2021-22

Year		2021-22
Intake		53206
Men		21354
Women		20489
Total		41843
%		78.64
% of Women		48.97
SC	Men	6352
	Women	5876
	Total	12228
	%	29.22
ST	Men	2913
	Women	2601
	Total	5514
	%	13.18
BC	Men	9739
	Women	9641
	Total	19380
	%	46.32
Others	Men	2350
	Women	2371
	Total	4721
	%	11.28

4. Establishment of New Government Degree Colleges

- The vision of the Government of A.P. to increase access to higher education through establishing a government UG college in each assembly constituency has been widely studied at the field level and proposals are sent for the sanction of new colleges as per the feasibility reports submitted by the Regional Joint Directors of Collegiate Education (RJDCEs) and the principals of the identified colleges. GDCs at Pulivendula (YSR dt), Dornala (Prakasam dt), Allagadda (Nandyal dt.) have already been sanctioned and gearing up for the admissions from the academic year 2022-23.

- The following 14 new Government Degree Colleges were established during 2020-21 and 2021-22 and for 2022-23.

S. No.	Year	District	Place of the College	No.of Programmes	Sanctioned Intake
1	2020 – 21	Visakhapatnam	GDC, Nakkapalli	6	180
2	2020 – 21	Kadapa	GDC, Vempalli	5	220
3	2020 – 21	Chittoor	GDC, Vedurukuppam	5	150
4	2021 – 22	Srikakulam	GDC, Palasa	5	150
5	2021 – 22	Srikakulam	GDC, Ponduru	7	210
6	2021 – 22	Srikakulam	GDC, Thogaram	7	210
7	2021 – 22	Visakhapatnam	GDC (W), Tagarapuvalasa	7	210
8	2021 – 22	East Godavari	GDC, Mummidivaram	7	210
9	2021 – 22	Prakasam	GDC, Darsi	7	210
10	2021 – 22	Kadapa	GDC (W), Rayachoty	5	150
11	2022-23	Kurnool	GDC, Allagadda	Will start functioning from the Academic Year 2022-23	
12	2022-23	Kadapa	GDC(W), Pulivendula		
13	2022-23	Prakasam	GDC, Dornala		
14	2022-23	Nandyala	GDC, Panyam		

- Four (4) Private Aided Colleges, SKVT College, Rajahmundry and SV Degree College, Parvathipuram, SKR College, Rajahmundry and BT College, Madanapalle were taken over by the Government as Govt. Degree Colleges.
- Government of AP has proposed to establish a Government Degree College in every Assembly Constituency and the file is under process.

5. Establishment of Model Degree Colleges

- With the support RUSA (Rashtriya Uchchtar Siksha Abhiyan), a centrally sponsored scheme, Govt. of AP established eight new Model Govt. Degree Colleges with academic building, boys' and girls' hostels in Educationally Backward Districts and aspirational districts with a fund of Rs. 12 cr. for each of the college.
- The following 8 Govt. Degree College were established as model colleges and offering higher education to the marginalized sections in rural and remote areas of educationally aspiring districts

Sl. No.	District	Name of the institution
1	Srikakulam	GDC, Pathapatnam
2	Vizianagaram	GDC, Cheepurupalli
3	Visakhapatnam	GDC(W), Araku
4	East Godavari	GDC, Jaggampeta
5	West Godavari	GDC, Kamavarapukota
6	Prakasam	GDC, Yerragondapalem
7	Kurnool	GDC, Atmakur
8	YSR Kadapa	GDC, Pendlimarri

- Additionally, 4 GDCs, i.e., GDC, Bheemunipatnam, GDC Repalle, GDC Paderu, GDC Saluru are being upgraded to Model Degree Colleges with requisite infrastructure by sanctioning Rs. 4 cr. of fund to each college.

Government Degree College, Pathapatnam

III. INITIATIVES TO ENSURE QUALITY

- Accreditation by NAAC
- Implementation of Revised Curriculum with Choice Based Credit System (CBCS) Content Generation for Life Skill and Skill
- Development Courses
- Implementation of Community Service Project (CSP)
- Implementation of Internships
- Strengthening Continuous Internal Assessment (CIA)
- Capacity Building Programs / Faculty Development Programs
- Academic Audit
- Review Meetings and Visits to Colleges
- Consortium of Autonomous Colleges
- Commissioner's Interaction with Students
- Nodal Resource Centers

III. INITIATIVES TO ENSURE QUALITY

1. Accreditation by NAAC

Monitoring Accreditation and Assessment:

The NAAC monitoring wing of the Academic Cell of APCCE planned to strengthen the assessment and Accreditation process.

APCCE – NAAC has been monitoring and guiding colleges on these lines.

1. Training of Principals and IQAC Coordinators on the metrics and Revised SSRs
2. Training of IQAC Coordinators through workshops on SSR and AQAR preparation
3. Reviewing colleges online periodically
4. Monitoring and guiding colleges for submission of SSRs and for Peer Team visits
5. Identifying potential colleges and monitoring for better grade and encouraging them for autonomous status (Cat – 1)
6. Identifying the potential colleges which got their accreditation cycle expired and motivating them for reaccreditation. (Cat – 2)
7. Leading colleges that got their accreditation cycle expired long ago and motivating them for Provisional Accreditation (Cat – 3)
8. Issued Standard Operation Procedures (SOP) on preparations for NAAC accreditation and Documentation of activities

Achievements and Action Plan:

- So far 108 colleges were monitored online
- The colleges that submitted their SSRs are being monitored for Peer Team visit
- Recently KSN GDC, Anantapur secured 'A' grade with 3.15 CGPA.
- KVR GDC(W), Autonomous secured B++
- APCCE – NAAC team is visiting colleges, guiding them for preparing SSR before the submission of IIQA.
- 31st October 2022 Deadline was set up for submission of IIQA for the colleges that lost their NAAC validity.
- Online and Physical Monitoring is being done through visits

Quality – Accreditation of Govt. Degree Colleges by NAAC

	GC(A), Rajahmundry A+ with 3.38 CGPA in 2020, **First Govt. College in India with A+ grade in RAF**
	GDC(W), Ananthapur A with 3.15 CGPA in April 2022
	KVR GC(W)(A), Kurnool B++ with 2.76 CGPA in May 2022

I cycle
27

II cycle
57

III cycle
18

Accredited
102

valid grade
27

Total GDCs
165

Preparing in 2022-23
75

2. Implementation of Revised Curriculum with Choice Based Credit System (CBCS):

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 per guidelines from APSCHE, an initiative of implementation of NEP 2020, revised Choice Based Credit System (CBCS) was introduced in all colleges to allow flexibility in education system from the Academic year 2020-21, so that students depending upon their interests and aims can choose interdisciplinary, intra-disciplinary and skill-based courses.

- Revised Choice Based Credit System (CBCS) was introduced from 2020-21 in all colleges in AP to allow flexibility in Degree education system
- **Option to choose 3 or 4yr Degree** after completion of 3rd year by the student
- Research Methodology in 4th year
- Introduction of **4 Life Skills Courses** (student can choose 4 courses from 10 courses spread in first 3 semesters)
- **4 Skill Development Courses** (student can choose 4 courses from 24 courses spread in first 3 semesters)
- Introduction of **Skill Enhancement Courses** in 5th Semester
- **Internship** for 10 months
    - I Intern-2 Months Community Service Project (CSP) after 2nd semester
    - II Intern-2 Months Internship/Apprenticeship/OJT after 4th semester
    - III Intern-6 months Internship/Apprenticeship/OJT in III yr, either in 5th/6th semester

3. Content Generation for Life Skills and Skill Development Courses

- The state Government in line with the NEP is implementing Phase II of the Choice Based Credit System (CBCS) in all colleges across all undergraduate courses in Andhra Pradesh as per the revised curriculum framework:2020.

- CBCS has brought a paradigm shift from teacher centered learning approach to student centric learning which offers more flexibility to the student in choosing interdisciplinary, intra-disciplinary and skill-based courses depending on his interest. In brief, it offers opportunities and avenues to learn core subjects but also allows for exploring additional avenues of learning beyond the core subjects for holistic development.

- Such additional avenues of learning are covered under non-core subjects as two skill sets of courses.

- Based on the curriculum prescribed by APSCHE, the department conducted series of faculty Development Programmes for all faculty teaching Life Skills and Skill Development Courses in collaboration with VVKI -Art of Living and National Stock Exchange for Commerce Stream

- Identified 17 courses (4 LSCs and 13 SDCs) in Phase I and conducted faculty development programs for all faculty. Trained Master Trainers on e-content development and curriculum delivery mechanisms. Developed content, Video lessons, Podcast for all 17 courses and these will be made available to all students

- Prepared Master Trainers and designed content, LMS and Podcast developing the syllabus for the following Life Skill and Skill Development Courses:

LIST OF LIFE SKILL COURSES

Proposed for implementation in Phase-I at all Government Degree Colleges

Semester	No. of Courses	Choices (Any Stream)	Features	Outcomes/Job skills
I	01	Human Values and Professional Ethics	Characteristics & Understanding of Values in Education, Relationship Ethics of Trust, Competence, Openness, Harmony &Loyalty.	Understanding of role of Human in society & Applying the Values and Ethics in day-to-day life and profession. Differentiating Ethical & Unethical practices
II	01	Information and Communication Technology	Fundamentals of Internet, Use of Internet for communication Online educational reforms by Govt. of India.	Ability to use basic ICT tools which help in everyday life as well as in job roles.
III	02	Analytical Skills	Arithmetic ability Reasoning Business Computations Data Interpretation Quantitative aptitude	Problem solving ability Increased job opportunities Data analysis & Interpretation
		Environmental Education.	Natural Resources Recycling Environmental Conservation	Understanding of the Importance of Nature, Biodiversity, Population, Pollution, Role of citizens in protecting the environment, National/International Environmental Policies.

b) Skill Development Courses:

LIST OF SKILL DEVELOPMENT COURSES

Proposed for implementation in Phase-I @ all Government Degree Colleges

Semester	No. of Courses	Course (Stream of Study)	Features	Outcomes/Job skills
I	01	Tourism Guidance (Arts)	Basics of tourism Guiding techniques, guide, & relationship with the guests. Professional & legal level understanding of tourism & transport.	Understanding of role, requirements, responsibilities of professional tourism. Tourist Guiding
		Insurance Promotion (Commerce)	Introduction to Insurance mechanism IRDA Types of insurance plans Insurance counseling Documentation	Acquiring skills required for jobs in Insurance field.
		Electrical Appliances (Sciences; for Mathematics combinations)	Principles of Electricity Basics of electrical appliances Functionalities of electrical equipment	Acquiring skills required for jobs in the electrical appliances field.
		PlantNursery(Sciences, for Biology combinations)	Basic understanding of plant nursery Necessity, Requirements, & Management of Plant nurseries. Economics of nursery.	Ability to establish and maintain plant nursery Skills to work at an established plant nursery.
II	02	Survey & Reporting (Arts)	Surveying-types and purposes Questionnaire Data Organization Basic Statistics & Data representation	Ability to design & conduct surveys offline & online. Dealing with public/respondents. Reporting survey data with conclusions.

Semester	No. of Courses	Course (Stream of Study)	Features	Outcomes/Job skills
		Social Work Methods (Arts)	Concepts of social work Working with individuals, communities, Tools, Techniques, and facilitation skills in social work Understanding of field work in social work.	Skills to device social work methods to help people in need. hold on primary methods in social work.
		Business Communication (Commerce)	Elements, Types, and Importance of communication Writing, Filing, Processing, & Analysis- of business communications and -on outcomes of meetings	Ability to communicate and make correspondence for business establishments. Skills in organizing business filing systems.
		Logistics & Supply Chain (Commerce)	Understanding of the logistics & supply chain management Customer selection Managing supply chain demand	Basic skills to work in logistics & supply field. Capacity Building for Analysis & Strategy designing.
		Solar Energy (Sciences)	Sun as a source of energy/alternate energy Measurement, and utilization of solar energy Conversion of solar energy into heat, electricity, and mechanical energy.	Skills required to work in solar energy field, which is supported by the government, and the need of the hour technology.
		Dairy Techniques (Sciences)	Establishment & scope of dairy farm Identification, Management & Sanitation of dairy farm. Breeding & Caring for dairy animals Marketing & economics of dairy products.	Ability to establish and maintain Dairy farm. Skills to work at an established Dairy farm.

Semester	No. of Courses	Course (Stream of Study)	Features	Outcomes/Job skills
III	01	Financial Markets (Arts)	Organization of Indian financial marketing system and its institutions Functions of capital market (SEBI & NSE) & money market (bills and business)	Ability to guide financial investments for growth Skills of trading in stocks & financial planning Suitable as financial advisor.
		Retailing (Commerce)	Concepts of retailing, & growth of retailing in India. Planning and administering of retail business mechanisms Customer relations, loyalty, and sales	Ability to work as a retail executive. Skills required to work for retail firms/online commercial platforms.
		Poultry Farming (Sciences)	Establishment & scope of poultry farm Identification, Management & Sanitation of poultry farm. Brooding & rearing. Marketing & economics of poultry products.	Ability to establish and maintain Poultry farm. Skills to work at an established Poultry farm.

Faculty Development Programme on Content Generation

4. Implementation of Community Service Project:

- Community Service Project (CSP) is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development. Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.

- The Community Service Project is meant to link the community with the college for mutual benefit. The community will be benefited with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

- 2 Months after 2nd semester to make the students learn about people, problems in the Community, conduct of surveys and creation of awareness programmes etc., Proposed to award best CSP and mentors in Arts, Commerce and Sciences streams every year

- Detailed SOP prepared and issued to all GDCs as to take up CSP

- Orientation has been given to all Principals on implementation of Community Service Project

- All Lecturers have been trained by Principals

- 15/20 students allotted to each lecturer acting as Mentor

- All lecturers conducted orientation programme for the students allotted on selection and execution of CSP

- Every student has been monitored during CSP

- 2020-21 and 2021-22 admitted student completed CSP

- Proposed to award best CSP in Arts, Commerce, Commerce with Computer Applications, Biological Sciences and Physical sciences and mentors at College level, District level, Zonal level and State level on CCE Annual Fest and the criteria for selection was also communicated to colleges

Andhra Pradesh: Students sensitised on community service project

Ramesh Susarla

ANANTAPUR JUNE 16, 2022 19:44 IST
UPDATED: JUNE 16, 2022 21:56 IST

Students and faculty members of the Government Arts College, in Anantapur on Thursday. | Photo Credit: R.V.S. PRASAD

The National Education Policy-2020 makes it mandatory for all undergraduate (UG) students to undertake a Community Service Project (CSP) at the end of their first year of study for two months during the summer vacation. A workshop organised at the Government Arts College, Anantapur on Thursday gave the students an insight as to what they were expected to do.

The Department of Economics of the Government Arts College organised the workshop for the students and faculty to understand the basics of the programme.

College principal D. Nagalingareddy asked the students to hone their skills through the CSP and make it useful to the society.

'The students will be awarded marks for each aspect of the project such as maintaining log and writing project report, implementation and final presentation. They are supposed to do internships at the local industries and business houses,' said Mr. Nagabhushan Raju.

Arts College CSP coordinator Rajasekhar, convenor Ranganath, Economics Department in-charge Balaji Naik and others participated in the workshop.

5. Implementation of Internships/Apprenticeship/On Job training for 10 months

- Introduced 10-month mandatory internship/Apprenticeship/On Job training to bridge the gap between Industry and Academia and to prepare work Ready Graduates

    - I Intern - 2 Months Community Service Project (CSP) after 2nd semester

    - II Intern - 2 Months Internship/Apprenticeship/OJT after 4th semester

    - III Intern- 6 months Internship/Apprenticeship/OJT in III yr, either in 5th or 6th semester

- An exclusive portal created http://apcce.gov.in/TSEHomefor the GDCs with the data received from Samgra Parishrama Survey and mapping every college and student

- All Principals & faculty members programme wise are approaching industry for tie-ups as to ensure Internship/Apprenticeships for all the students

- A workshop was organized to sensitize the industry seeking their support for Internship/Apprenticeships on 23.06.22

- Skill Sector Councils (SSCs), GoI and other associate bodies like NASSCOM, CII, FICCI etc., participated in the workshop and shown keen interest to extend their support

- Department mapped more than 29,000 students with industries for internship and some students got paid internships too

- Proposed to train faculty on Implementation of Internships

Issue of Internship allotment letters to Students

Orientation to students on Internship

6. Strengthening Continuous Internal Assessment (CIA)

Continuous Internal Assessment has been a quality parameter for higher education. The CCE has devised & adopted a seamless CIA policy and issued Standard Operating Procedure to follow for CIA at all the colleges. This ensures that our students are continuously tracked and reminded of their academic performance for feedback-assisted iterative learning. Therefore, it is easy for students to complete the program in time with good knowledge and score.

CIA evaluates student's progress throughout the course. It is observed that there are differences/deviations in awarding internal marks to the students in autonomous and non-autonomous colleges in Degree Colleges due to differences from University to University

To bring uniformity among all the Government Degree Colleges in AP, CCE has issued an SOP based on "Bloom's Taxonomy" for CIA for implementation from 2022 January.

Every student should complete at least one assignment for each unit / module, Co-curricular activities like Project work / Quiz / Field trip etc., should attend the college and participate in clean & green work and write two mid exams in every semester and the data to be maintained as per the formats
The total of 50 Marks is to be scaled down to 25 Marks for non-autonomous colleges and it is to be scaled down to the respective internal marks of autonomous colleges:

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 though Mid-term examinations (Mid -1 + Mid -2)	20 + 15
	TOTAL	50

The Principals and the staff of the colleges are instructed to maintain the below mentioned records in the college and the department.

1. Student-wise and Semester-wise Marks register - to be maintained by individual staff
2. Student-wise and Semester-wise Marks register - to be maintained by the H.O.D of all the programmes and staff.
3. Programme-wise and Semester-wise Consolidated register to be maintained or made available with the Principal of the college.
4. Student Progress Report will be generated by App.

STUDENT ACADEMIC EVALUATION REPORT - maintained by the concerned faculty

DEPARTMENT ACADEMIC EVALUATION REPORT - maintained at department level

CONSOLIDATED ACADEMIC EVALUATION REPORT - maintained at college level

SEMESTER-WISE PROGRESS REPORT - generated through App

7. Capacity Building Programmes/ Faculty Development Programmes

Building the capacity of faculty and students in line with the latest advances in diverse disciplines to push the boundaries of knowledge and contribute to technological developments relevant to societal needs. It would also pave the way for HEI to attract more research grants under norm-based funding, improve its accreditation ranking and enhance its brand image. Regular events such as refresher courses, workshops, training/internships, group discussions and seminars/conferences may be organized for capacity building. RDC would play a pivotal role in creating central R&D facilities with the provisioning of associated training/internship thereon.

- Conducted Capacity Building Programmes for all Principals and Induction Programme for newly recruited lecturers
- Organized Master Training Programmes and Faculty Development Programmes for Life Skills Courses and Skills Development Courses for 12 LSCs & SDCs and Proposed to conduct on 5 LSCs and SDCs and Implementation of Internships and Training Program for all other faculty on internships

5-Day Capacity Building Programme for Principals
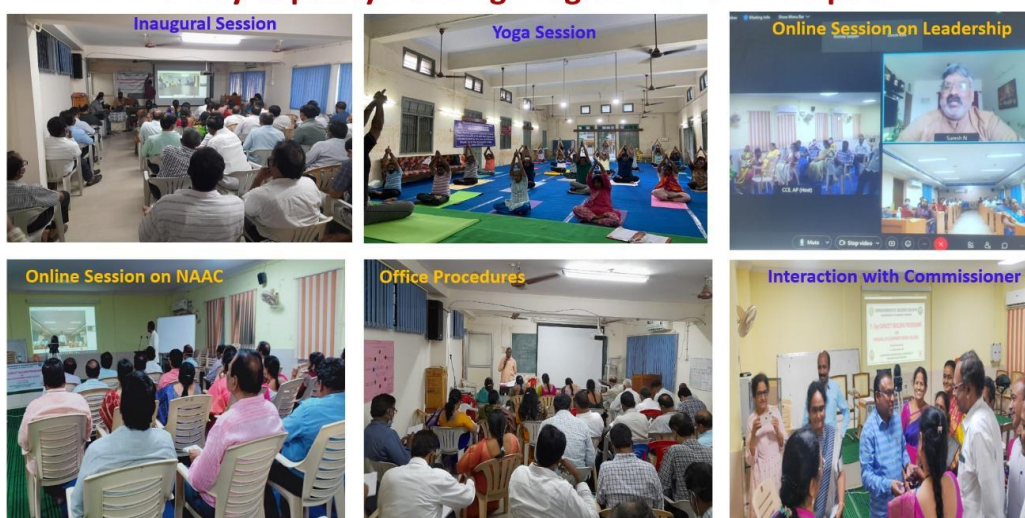
8. Academic Audit

- The APCCE as part of quality initiatives with an objective to improve functional efficiency of colleges and to promote accountability among the teaching staff launched the Academic Audit. This practice was appreciated by RUSA and several Peer Team members that visited the colleges.

- Academic Audit is conducted through Academic Advisors, peer group from lecturers nominated by Principals from the colleges. The Academic Audit formats have been revised as per the new Reaccreditation Framework of NAAC and are validated by a group of experts containing Senior Principals and senior experts on NAAC from colleges.

  - Format I – College Profile
  - Format II – Institutional Data & observations by Academic Advisors
  - Format III – Faculty wise Data
  - Format IV – Action taken report by the college

- After the nomination of Academic Advisors by the Principals, they were mapped to the nearby colleges and were trained in the procedures and formats that should be used for Academic Audit.

- Academic advisers are nominated for each college who are selected from other colleges. The Academic Audit for the year 2020-21 was conducted in the month of August 2022.

- 154 Government colleges were audited by 314 Academic Advisors in two phases (from 25th August to 30th August)) and soon after the completion of the Audit, the Advisors were asked to upload their responses and suggestions for the improvement of the Institutions using a Google form.

- The responses are consolidated and are being monitored to fill the gaps.

Academic Advisers conducting Academic Audit in Colleges

9. Review meetings and Visits to Colleges

- Since the 166 GDCs working under the aegis of CCE are located in different places across the state of Andhra Pradesh, it is highly essential to advice the colleges on all the initiatives and their implementations from an organized platform.

- In this context the CCE organizes regular review meetings with Principals, IQAC Coordinators/concerned coordinators of the GDCs, as per the agenda of the review meetings planned.

- The Colleges are mapped as 16 clusters and named as "Nodal Resource Centers" to facilitate administration and to pool and share academic, intellectual, and infrastructural resources.

- The meetings are held at different levels viz. district, zone, and state levels.

- According to the importance of the agenda points, the meetings are held either online through 'Virtual Conferences' using Cisco-Webex platforms or offline mode by selecting a GDC as venue for the meeting. Usually, the GDCs that need attention are selected as venue of the review meetings.

- Principals and concerned staff are made answerable directly to the CCE on implementation and progress of the CCE initiatives. Guidelines, resolutions, measures and follow up actions are immediately communicated during the meetings instantly.

- Inputs of the staff are solicited in the review meetings for better & uniform implementation of the CCE policies on various aspects like admissions, Academics, Facial Recognition System for attendance, Internships, NAAC accreditation, utilization of Apps, LMS, Continuous Internal Assessment, Skill development initiatives, inclusive centers, and every other aspect of importance that arise from time to time.

- In addition to review Meetings CCE conduct surprise visits college to observe the conduct of Academic activities and to interact with students

- Besides this, Academic Officers from Academic Cell, O/o CCE also visit college

CCE visit to GDC, Chebrolu (above) & a Zonal Review Meeting held at the O/o CCE (below).

10. Consortium of Autonomous Colleges

The University Grants Commission (UGC) grants autonomous status to colleges for achieving higher educational standards by giving academic and administrative freedom in their functioning. The UGC has conferred autonomous status to 14 Government Degree Colleges in the state.   As the perspectives of autonomous colleges are different from other affiliated colleges, it is appropriate that they need a separate forum **for sharing ideas, practices, exchanging quality initiatives** and representations for a collective better functioning. In view of the above, the Commissionerate of Collegiate Education AP has formed a "Consortium of Government Autonomous Degree Colleges in AP" vide its proceedingsRc. No.0l /CCE-Acad.Cell/Autonomous Colleges/AC-06/2022 dated 29 -07 -2022.

Objectives of Consortium

- To function as a forum for discussing and sharing the ideas, practices, perspectives, problems and solutions of Government Autonomous Colleges
- To extend support among Government Autonomous Colleges in their functioning and development
- To take up activities for enhancement of awareness, skills and quality education leading to the benefit of other colleges and students
- To share the resources like expert. faculty, collaborative research work and interdisciplinary activities.
- To discuss common issues and make representations to universities and institutions for the benefit of autonomous colleges which in turn benefit the students
- To extend and receive support to affiliated colleges whenever necessary
- Consortium will function as a Learning Hub, Research & innovation Hub, Skill Hub and also mentor all autonomous and non-autonomous Colleges on NAAC Assessment/NIRF.

11. Commissioner's Interaction with students

To know about the implementation of academic initiatives, curriculum delivery, coverage of syllabus, provision of basis facilities etc., Commissioner Collegiate Education interact with students directly

Interaction with students at Government College for Women (A), Guntur

- "COFFEE WITH COMMISSIONER" is a program devised by the CCE, Dr. Pola Bhaskar garu, as a 'Students Interaction Event', conducted at the colleges during the CCE visits.
- The event aims at interacting with the students in a friendly-atmosphere unlike the traditional official interaction.
- The program has garnered enthusiastic attention from the students, where they could convey/share their ideas on education, facilities, future plans, societal aspects etc., and get advised/inspired/mentored by none other than the Head of the Department directly.

12 Nodal Resource Centers:

Sixteen (16) Nodal Resource Centers (NRCs) are identified duly mapping surrounding Government Degree Colleges to an identified Govt. Degree College as a cluster to pool and share intellectual and infrastructural resources and to facilitate the mentoring among colleges. Department has proposed to establish a training center and a Video Recording room at each NRC to support faculty and students. The NRCs shall function as a Resource Centre with immediate effect and support mapped colleges in the following ways.

1. Conduct of Faculty Development, Trainings, and other Capacity Building Programmes

2. Conduct of Career Guidance Programmes and Placement drives including mapped colleges to provide best opportunities for the students

3. Facilitating the content generation through proposed LMS Video recording center

4. Promoting Research activities among mapped colleges by establishment of a Central Instrumentation Facility (CIF) at NRC among faculty and students

5. Guiding and monitoring of the implementation of the activities like Community Service Project, Internships among mapped colleges

6. Coordinating with mapped colleges regarding the communications and follow up of instructions/data collection/activities planned by CCE at NRC/State level.

List of Nodal Resource Centers:

S.No.	Name of the Nodal Resource Centre (NRC) & District of NRC.	No. of GDCs Mapped
1	GDC (M), Srikakulam, Srikakulam Dt.	11
2	SVGDC, Parvathipuram, Parvathipuram Manyam.	12
3	GDC (Dr.VSK)(A), Visakhapatnam, Visakhapatnam Dt.	10
4	GDC, Paderu, Alluri Sitharama Raju Dt.	7
5	GDC (PR)(A), Kakinada, Kakinada Dt.	10
6	GDC (A), Rajamahendravaram, East Godavari Dt.	11
7	GDC, Tanuku, West Godavari Dt.	11
8	GDC (SRR&CVR)(A), Vijayawada, NTR Dt.	11
9	GDC (W)(A), Guntur, Guntur Dt.	11
10	GDC (DK)(W)(A), Nellore, SPS Nellore Dt.	10
11	GDC (M), Srikalahasti, Tirupati Dt.	9
12	GDC (PVKN)(A), Chittoor, Chittoor Dt.	8
13	GDC (BT), Madanapalle, Annamayya Dt.	9
14	GDC (M)(A), Kadapa, YSR Dt.	10
15	GDC, Nandyal, Nandyal Dt.	12
16	GDC (M)(A), Anantapuramu, Anantapuramu Dt.	13

IV. STEPS FOR FUTURE READINESS

- Imparting Employability Skills

- Industry Connect and Internships

- Career Guidance and Placement Assistance

- Introduction of Market Oriented Programmes

- Enabling Learning Management System (LMS) for the tudents

- Research and Development Centers

IV. STEPS FOR FUTURE READINESS

1. Imparting Employability Skills

The Department has been imparting "Employability Skills" through Jawahar Knowledge Centers (JKCs) at GDCs. Each JKC runs 3-4 batches, with a duration of 3 months in an academic year and trains students on Communication Skills, Soft Skills, Analytical Skills, Technical Skills, General Awareness, and all other required employability skills which are essential for increased employability opportunities. The JKC Monitoring Cell at the O/o CCE defines the role and functions of JKCs at each college. JKCMC is involved in framing guidelines and administration of JKCs through trained mentors. It monitors the execution of all the Programs pertaining to JKC activities.

OBJECTIVES

- To impart requisite skills relevant for a dynamic job market and to enable students to seize employment opportunities.
- To provide the latest technologies to the students from poor and marginalized sections of society and to encourage them to compete with their urban counterparts
- To enable the students, climb the ladder of success by providing world class infrastructure and experienced faculty
- To help students realize their potential and aim high in life and to motivate students to be creative, independent, and self-reliant
- To provide SC and ST students with adequate knowledge and employability skills
- To ensure empowerment of girl students by providing job skills
- To conduct Job Fairs & Campus Recruitment drives and to facilitate the placement of students trained in JKCs.

2. Industry Connect and Internships

As per the orders of the Government vide G.O MS.No.9, Higher Education (EC) Dept. dated 11/03/2022 there shall be mandatory internship for all UG programs for l0 months – 1st Internship (Community Service Project) after the end of 2nd semester examinations for two months, 2nd Internship /Apprenticeship/ On the Job Training after the end of 4th semester examinations for two months and the 3rd Internship / Apprenticeship / On the Job Training in 5th or 6th semester for 6 months.

In compliance with the G.O MS.No.9 H.E(EC) Dept dated 11/03/2022, the Commissionerate of Collegiate Education AP, Vijayawada has taken up the following initiatives

1. Created a portal for Industry Connect to facilitate industry connect, Internships and placements to all Government Degree Colleges in the state.

2. All the Principals of GDCs were informed about APCCE's Industry Connect Portal 'Transforming Skilling Ecosystem' with the data of 54,000 industries across the state and instructions are given to the Principals of all GDCs with detailed procedures for Industry Connect Registration, Student Registration etc.,

3. Necessary instructions were given to all the Principals of GDCs (vide Proceedings RC No. I/CCE-Acad.Cell/Internships/AC- 4/2022 Dated :25-07-2022) to utilize the data of 54, 000 industries provided in the APCCE's Industry Connect Portal and contact the industries for providing internships for all the students as per the revised CBCS framework 2020.

4. It is further informed that it is the responsibility of the Principals/Vice-Principals/In-charge Principals and the Department In-Charge concerned to explore the avenues for industry connect to facilitate/provide internships to the students for the successful completion of mandatary Internship after the end of 4th semester examinations (for 2months) and final Internships during 5th or 6th semester (for 6 months).

5. The following Guidelines/instructions are issued for the effective implementation of mandatory internships (vide Proceedings RC No./CCE-Acad. Cell-Policies/AC- 15/2022 Dated :23-08-2022).

6. It is very difficult to find the required no. of industries for the internship at a time for all the students of different degree programmes being offered in Government Degree Colleges. Therefore, it is necessary to split the students into 2 phases for undergoing the internships.

7. Accordingly, the Principals are instructed that the students pursuing Arts & Commerce programmes shall undergo Apprenticeship/Internship/On-job training (OJT) in the V semester and the remaining students of respective Science programmes shall undergo in the VI semester.

8. In this regard, the principals of all Govt. Degree Colleges should list out suitable industries and Government Offices/ undertakings depending upon the programme combination and shall take an MoU with the industry as a formality.

9. The Principal and the lecturers should explore all the possibilities to identify Government / Private establishments for accommodating the students to undergo Internship/ Apprenticeship /On-job training (OJT) as per the norms prescribed in G.O.Ms. No. 9 dated 11/03/2022.

10. Some sectors where colleges may find Internship/Internship/On-job training (OJT) include Hospitality, Social Service, Healthcare, Government Offices, Marketing agencies, IT Companies, etc.

11. Students should be divided into groups comprising of 15 to 20 students and these groups should be tagged to the lecturers who are made responsible to act as a mentor during the process of undergoing Internship/ Apprenticeship /On-job training (OJT).

12. The lecturer should monitor the process of Internship/ Apprenticeship/On-job training (OJT) duly maintaining liaison with all the concerned industries tied up.

13. The lecturer should also visit the industries tied up for Internship/ Apprenticeship/On-job training (OJT) at least once in a fortnight and get feedback from the concerned supervisors of the industry during the Internship/ Apprenticeship /On-job training (OJT) and take corrective measures.

14. In case any industry is not able to continue with the Internship/ Apprenticeship/On-job training (OJT) for valid reasons of their own the Principal and Lecturer (Mentor) concerned should replace another industry to continue the Internship/ Apprenticeship/On-job training (OJT) of the concerned students.

15. The Principals and lecturers should ensure that the 2nd Internship of 8 weeks scheduled after the 4th semester and the 3rd Internship of 6 months, Internship scheduled during the 5/6th semester can be done in the same industry.

16. The assessment procedures prescribed by APSCHE / CCE for these Internship/Apprenticeship/ On-job training (OJT) should be followed without any deviation.

3. Career Guidance and Placement Assistance

Programmes conducted on JKC platform

- JKC TCSiON Career Edge Skill Course was conducted to all the students in Govt. Degree Colleges. (30 Hour Programme on Employable skills)

- IBM P-Tech Programme was also introduced to students at Govt. Degree Colleges under JKC Platform (40 Hour Programme on introduction to 21st century skills with 6 Badges).

- CISCO – Edu Skills Programme which is a networking-oriented skills to students with 09 short term and 01 long term course

- Towards CISCO CCNA programme 134 faculty were trained for 3 months by Eduskills as CCNA master trainers.

- IIT B (Bombay) Spoken tutorials introduced in 2020-21 to impart Value add on courses through Online platform and certification through IITB

- JKC Accounting Course (TALLY) was conducted exclusively for Commerce students

- JKC Special Training Program (STP) to train students to gain employment in Govt. & Public sector units

- INTERNSHALA a Govt. of India Programme was also guided under the JKC platform

- TISS Foundation courses- Through Tata Institute of Social Sciences introduced 7 Foundation courses to the Colleges

- Microsoft Upskilling: - Government of Andhra Pradesh as per the vision of Hon'ble Chief Minister (HCM) has entered an MoU with "Microsoft '' for upskilling engineering/PG/UG/other students.

- Out of these, Microsoft Technology Associate (MTA) courses have concluded (including assessment/testing) and students of GDCs have bagged nearly 1100 certifications.

Abstract of Job Drives held & Placements					
Academic Year	No. of Drives Conducted	No. of Companies Participated	No. of Students		
			Appeared	Short Listed	Selected
2021-22	163	357	15954	7608	5038
Placement Details For **2022-23** (for the Period Up to **August'22)**	58	143	3525	2402	1064
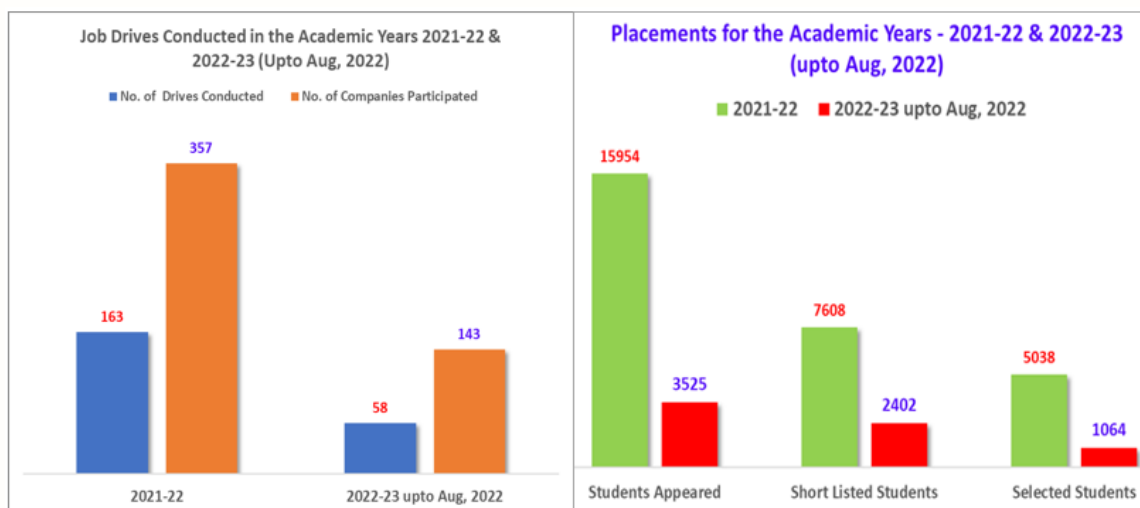
All the Certificate/Short Term Courses - Registered/Trained Students information under JKC for the year 2021-22		
Activity	Registered	Completed
Regular JKC Training	9155	9155
Mindmap	3763	3763
CISCO CCNA	9246	1532
TCS iON	1577	810
IBM P-Tech	1374	859
Spoken Tutorial	2986	1653
Internshala	696	23
Total	28797	17795

Students Trained & Certified in Certificate/Short-term Courses through JKC 2021-22
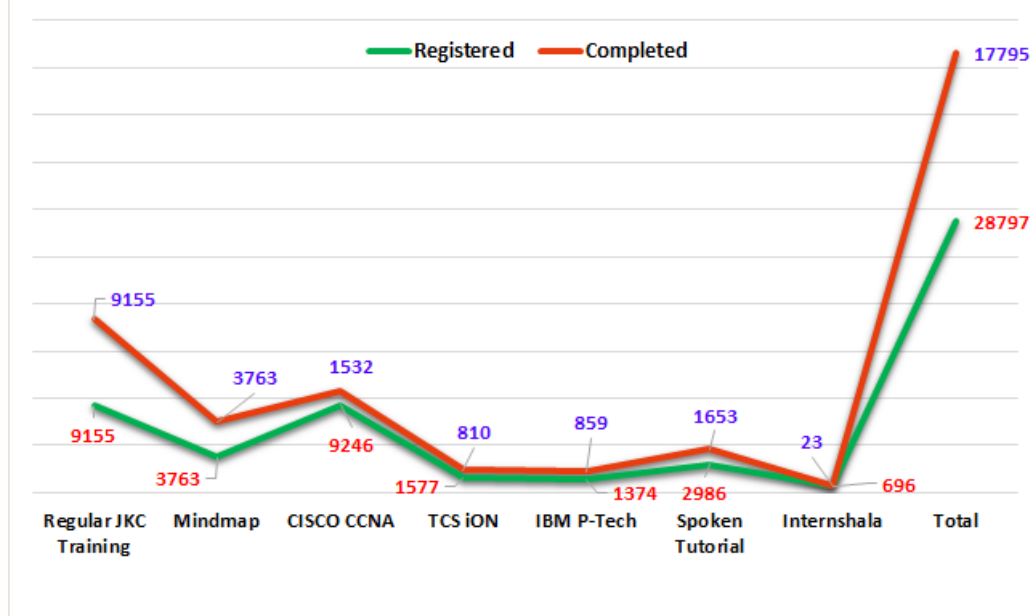
Microsoft Upskilling:2022-23 (MTA Certification)		
Registered for MTA Assessment (Certiport)	Appeared for Assessment	Passed / Certified
3626	2494	1012

4. Introduction of Market Oriented Programmes

With an Objective to reorient Undergraduate Education for Industry Requirements and to help students to find immediate employment after graduation, the department has introduced Market Oriented Courses (MOCs) & Apprenticeship-embedded Courses in addition to the conventional programs imparting 'employability' to UG education.

- Department of Collegiate Education in collaboration with industry prepared syllabus for 25 New **Market-Oriented Courses** by modifying 1 subject among 3 core subjects in Degree courses

- 25 Market oriented courses were introduced in 2017-18 in 12 Govt. Autonomous Colleges

- Government issued G.O Ms. No.34 Higher Education (CE) Dept, dated 17.03.2020 for implementation of these courses in Govt. and Aided Colleges from the Academic year 2020-21.

List of 25 Market-oriented courses

S.No	Related Conventional Subject / Department	New Market Oriented Subject
1	Mathematics/Statistics	Actuarial Science
2		Basic Applied Statistics
3	Physics	Renewable Energy Sources
4	Computers	Web Enabled Technologies
5		Data Science
6		Multimedia
7		Cloud Computing
8		Internet of Things
9	Chemistry	Industrial Chemistry
10		Analytical Chemistry
11		Cement chemistry
12	Botany	Organic Farming
13		Horticulture
14		Seed Technology
15	Zoology	Aquaculture Technology
16		Sericulture Technology
17		Paramedical Technology

Arts & Humanities Programs – BA

S.No	Related Conventional Subject / Department	New Market Oriented Subject
18	History	Tourism & Travel Management
19		Archeology
20		History Writing
21	Economics	Econometrics
22	Pol. Science	Office Management & Secretarial Practice
23		Journalism & Mass Communication
24	English	English for Digital Age
25	Telugu	Functional Telugu

- UGC, Delhi sanctioned **B.Voc., courses** for 11 GDCs. These courses includes Certificate, Diploma, Advance Diploma and B.Vocational course, as per NSQF (National Skills Qualifications Framework guidelines

- 11 colleges are offering B.Voc, 3 year Degree programs in 23 combinations from the Academic year 2020-21as given below:

- Introduced **Apprenticeship based Degree Programmes** in Fourteen (14) Autonomous Govt. Degree Colleges and Four (04) Non –Autonomous Govt. Degree Colleges in Collaboration with Sector Skill Councils (SSCs) of Govt. of India, from the Academic Year 2022-23.

- These Programs have the following advantages:

  - Industry –integrated degree Programmes

  - Linked to National Skill Qualification Framework (NSQF)

  - Industry apprenticeship for all students within degree period

  - Apprenticeship considered as Work Experience

  - Apprenticeship Certificate issued by Government

  - Stipend of Rs.7,000 to 15,000/- per month during Apprenticeship

  - Final Placement at a monthly salary of Rs.20,000 – 25,000/-

  - Online Learning Resources including video lectures in addition to classroom teaching provided by Sector Skill Councils

- Faculty Development Programme (FDP) provided by Sector Skill Councils

- Option to join higher studies

List of Apprenticeship based programs

S.No	Name of the Course	Sector Skill Council (SSC) offering the Course
1	BBA(Logistics)	Logistics Sector Council (LSC)
2	BBA Healthcare Mgt	Healthcare Sector Council (HSC)
3	BA /BBA Tourism and Hospitality	Tourism and Hospitality Skill Council (THSC)
4	BBA Digital Marketing	Management, Entrepreneurship & Professional Skills council(MEPSC)
5	BBA Event Management	Management, Entrepreneurship & Professional Skills council
6	BBA Retail Operations	Retailers Association's Skill Council (RASC)
7	BSc Gaming	Media & Entertainment Skills Council
8	B.Com Banking, Financial services and Insurance	BFSI SSC
9	Beauty and Wellness Certificate Course	Beauty and Wellness Sector Skill Council

Exchange of MOU with SSCs, GoI, on Apprenticeship-embedded Degree Programs

5. Enabling 'Learning Management System (LMS)' for the Students

As an initiative to enhance the learning process of the students, online content is being made available in the form of LMS. Efforts are being made to revamp the platform to a universal platform.

Objectives:

- To encourage self-learning among students.
- To promote students towards higher education by providing ICT-based learning.
- To change the role of teachers and facilitate learning through innovations, mentoring and counseling
- To help students become familiar with the basics and master the subject.
- To improve employment opportunities in core subjects

  Through LMS, teachers utilize various pedagogical practices like video lessons, power point presentations, problem solving tasks, question banks, case studies, projects to promote active learning in students leading to effective transfer of knowledge and skills to students in and outside the classroom.
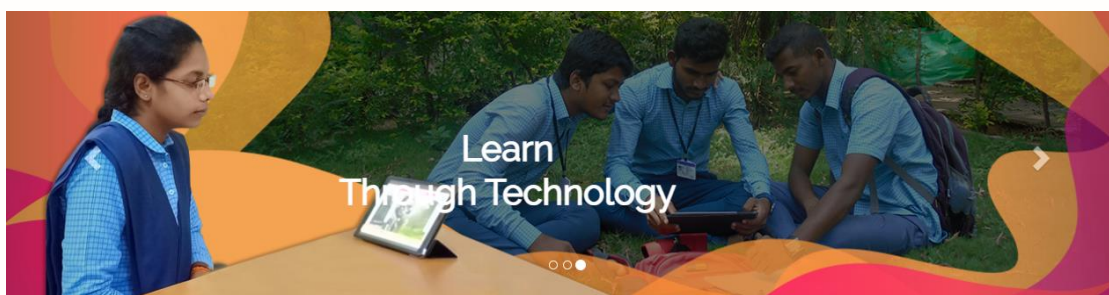
About CCE Learning Management System (LMS)

CCE Learning Management System (LMS) is an important initiative of the department introduced to enhance the quality of teaching and promote cooperative learning among students. As an Academic Reform under RUSA, the effort is a step towards realising the Government's vision to transform Andhra Pradesh into a knowledge hub and empower its students with knowledge and skills. The initiative aims at introducing pedagogy practices that support meaningful education enabling students to think critically, logically and have command over core subjects.

Know More

A screenshot of the CCE-LMS portal

3000 videos prepared by faculty members of the Department were made available to the students in Collegiate Education LMS Application.
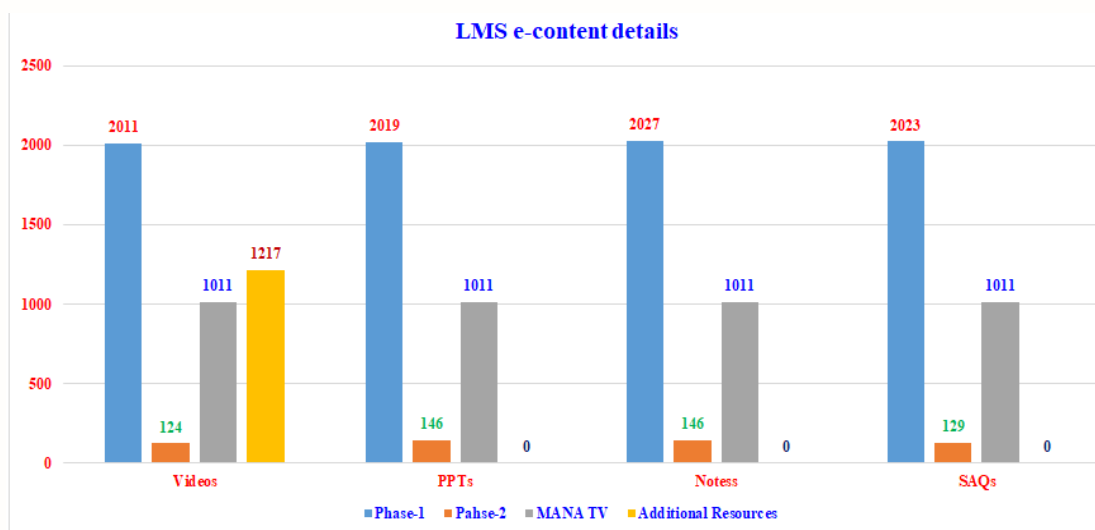
For each topic, the following 4 items will be prepared as per UGC 4 Quadrant model:

1. Video
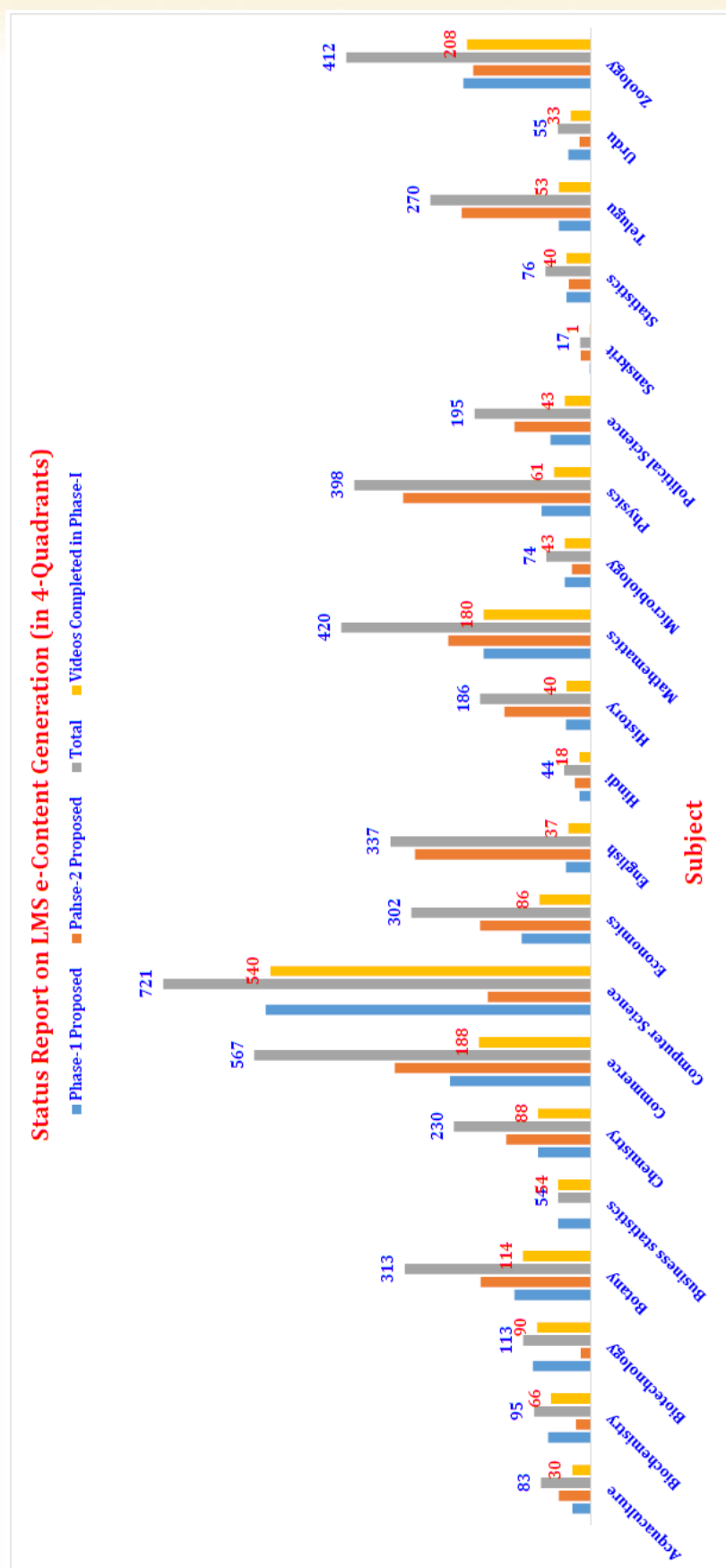2. Power Point Presentation
3. Reading material / Notes with web links

Proposed to complete LMS for all topics of all papers of UG Syllabus and topics were allotted to all regular and contract faculty or preparation of LMS content
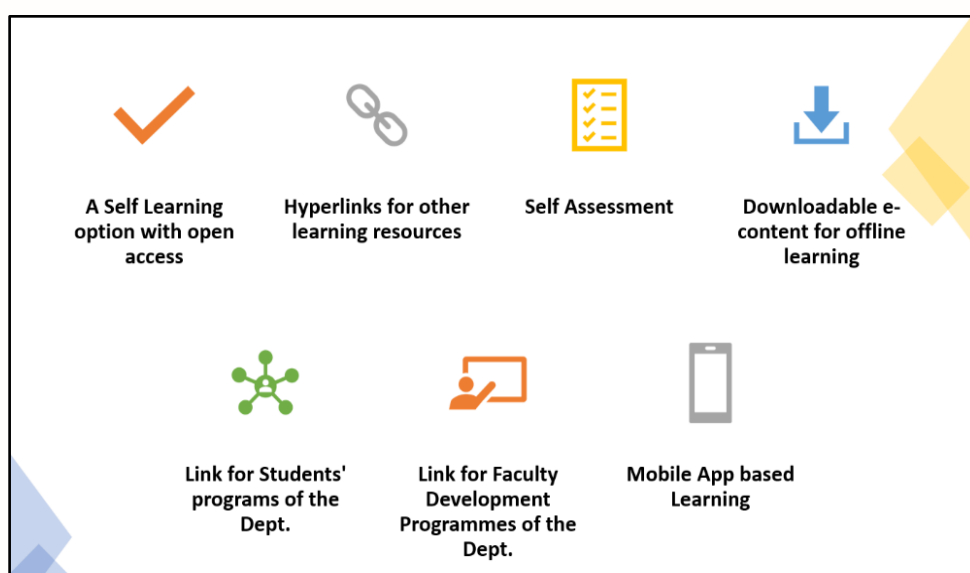
Salient Features of LMS

			Status Report on LMS e-Content Generation (in 4-Quadrants)		
Sl.No	Subject	Phase-1 Proposed	Pahse-2 Proposed	Total	Videos Completed in Phase-I
1	Acquaculture	30	53	83	30
2	Biochemistry	71	24	95	66
3	Biotechnology	97	16	113	90
4	Botany	128	185	313	114
5	Business statistics	54		54	54
6	Chemistry	88	142	230	88
7	Commerce	237	330	567	188
8	Computer Science	548	173	721	540
9	Economics	116	186	302	86
10	English	41	296	337	37
11	Hindi	18	26	44	18
12	History	41	145	186	40
13	Mathematics	180	240	420	180
14	Microbiology	43	31	74	43
15	Physics	82	316	398	61
16	Political Science	67	128	195	43
17	Sanskrit	1	16	17	1
18	Statistics	40	36	76	40
19	Telugu	53	217	270	53
20	Urdu	37	18	55	33
21	Zoology	214	198	412	208
	Total Videos	**2186**	**2776**	**4962**	**2013**

Status Report on LMS e-Content Generation (in 4-Quadrants)

Legend: Phase-1 Proposed ■ Pahse-2 Proposed ■ Total ■ Videos Completed in Phase-1

Subject

Subject	Total	Proposed
Zoology	412	208
Urdu	55	33
Telugu	270	53
Statistics	76	40
Sanskrit	17	1
Political Science	195	43
Physics	398	61
Microbiology	74	43
Mathematics	420	180
History	186	40
Hindi	44	18
English	337	37
Economics	302	86
Computer Science	721	540
Commerce	567	188
Chemistry	230	88
Business statistics	5	4
Botany	313	114
Biotechnology	113	90
Biochemistry	95	66
Acquaculture	83	30

6. Research and Development Centers

Promotion of research and innovation and its related activities as required by NAAC are being monitored and encouraged from time to time through creation of awareness of Research related Areas, Research Incentives and Recognition Opportunities like various Awards, providing Technology Development and Business Centered Facility to support the conceptualization of start-up ideas, pre-incubation, and guidance to establish start-ups and procure financial grants for such activities and scaling-up of the same.

Azolla culture and Hydroponics at Government Degree College, Kandukur

V. HOLISTIC DEVELOPMENT OF STUDENTS

- Inclusive Center
- NCC
- NSS
- Women Empowerment Cells (WEC)
- Red Ribbon Clubs (RRC)
- Eco-Clubs
- Consumer Clubs
- Literary and Cultural Clubs
- Games and Sports

V. HOLISTIC DEVELOPMENT OF STUDENTS

The department aims at developing well-rounded individuals that possess critical 21st century capacities. To realize the objectives of the NEP 2020, the department focuses on developing intellectual, social, physical, emotional and moral capabilities of students by adopting the following measures.

1. Inclusive Centers

Inclusive Centers are established in all Government Degree Colleges and Aided Colleges to inculcate a higher order thinking level among the students and to enable them to become individually responsible citizens. Inclusive center consists of the following five Sub Centers.,

(1) Legal Club

As students are considered as future leaders so they would be the best medium to communicate. Legal Club aims at spreading of knowledge on legal rights and duties to students and to give legal suggestions to the needy for their problems and for providing legal literacy and legal services programs.

Activities under Legal Club:

- Creating Awareness about Fundamental Rights & Duties of Indian Citizens, and Gender Equity through shows, easy writings, elocutions, and programs with Legal Authorities.
- Make the students to learn Contextual legal literacy, how to lodge a complaint.
- Make the students to learn about different Acts like POSCO/POSH Act, SC/ST Atrocity Act, Marriage /Dowry System / sex-selective abortions Acts, etc
- To spread legal literacy and awareness by setting up Rallies, making door-to-door visits in the neighboring areas, making road shows distributing leaflets, pamphlets, study materials etc containing information regarding legal services,
- To observe important days like world day against child labor, women's Day, and National legal service day, Girl child day, etc, and spread messages to the public about the aim and object of those days.
- Women empowerment programs.

(2) Anti-Human Trafficking Club

Activities under Anti-Human Trafficking Club:

- Visit local NGO working on Human rights or children to understand their functions, issues faced.
- Organize any events or recreational activities for the children of shelter home
- Visit Juvenile home-to understand their functions, interact with juvenile to document their issues/goals
- Study the living conditions of juveniles and recommend best practices.
- Visit Shelter homes to understand their functions, issues faced support required from government.
- Survey to identify school or college dropout students, encourage and counsel for continuation of students or find right employment via upskilling.
- Initiate conversations within your family/ neighborhood circle on issues related to good/bad touch, good parenting, family planning, education, women empowerment etc.,
- Create community awareness on safe migration and safe working conditions

The Club could work towards increasing the literacy ratio of the local town and district.

(3) Human Relations Club

The study of human relations emphasizes the analysis of human behavior, resolution of behavioral problems, and self-development. It enhances students' level of motivation and promotes learning. The goal of this club is to develop and implement activities to reduce prejudice and discrimination as well as increase cultural, religious, and ethical awareness in colleges.

Activities under Human Relations Club:

- Conducting Programs on Human Values, Psychological problems
- Conduct programs on Professionalism, Business Communication Techniques
- Keeping Thanksgiving baskets in the college

- Food donation programs.
- Conducting Book donation drives to Junior students as Best Practice.
- Blood Donation Programs

(4) Counseling Club

The aim of this club to provide career guidance and psychological counselling for capacity building of students. It intends to empower the students to face the challenges effectively through professional guidance and counselling programs. This club helps to resolve emotional and psychological issues of the student community. The Counselling club will function respecting the student's privacy so that they are free to explore them.

Activities Under Counselling Club:
- To counsel the students through individual counselling sessions based on their needs.
- To enhance the self-esteem of weaker/slow learners/physically challenged students.
- To help the students to overcome examination stress, anxiety, phobia.
- To inform the parents about psychological misbehavior
- To help the students in solving their personal, educational, social as well as psychological problems
- To assist the students in planning for educational choices.
- To help the students know themselves regarding their interests, abilities, aptitude, passion and opportunities.
- To create awareness, prepare and motivate to create success stories and decipher plans to overcome life challenges.
- To establish a feeling of mutual understanding between student and Lecturer.
- To conduct training programs on

  a) Stress Management

  b) Emotional Intelligence

  c) Relaxation Techniques

  d) Emotional first aid
- Conduct the programs to nurture the hobbies of the students.

(5) Entrepreneurial Club

These clubs function with an objective to inculcate Human Values, to provide awareness on legal matters, Human Trafficking, Entrepreneurial approach, and to counsel the students. It is important for college to start Entrepreneurial Club now a days because there is a start-up wave running across in all colleges. The aim of this club will help the students to turn their ideas and passions into business and develop help to develop future business leaders. This club would work as an incubation center for students to experiment with their ideas, explore opportunities to run small-scale in-house business for the students to cultivate their entrepreneurship skills and enable business opportunities.

Activities under Entrepreneurial Club:

- Awareness on subsidies, schemes, cluster development programs, women empowerment programs. Encourage the students to form a group and share ideas. Collect ideas subject wise weekly.
- Introducing Career Focused courses. Conducting Essay writing competitions on Inspirational startups in their subjects.
- Conducting college programs with low budget by involving student Entrepreneurs. Conducting awareness programs to make students as Entrepreneurs. Conduct programs on Government schemes, Subsidy schemes for women, Cluster development schemes, Startup ideas. MOUs with Industries & all industry connect internships for students.
- Club should identify unique local art, product, produce or skill, thereby brainstorm on upskilling, expanding, strengthening the economic activities towards offering sustainable value-added products or services
- 1st Year Students - Awareness on MSME and other start up opportunities; 2nd Year Students - Awareness on specific schemes ; 3rd Year Students - Implementation of ideas and host/participate in startup melas
- Ultimately the club could work towards increasing the employment ratio of the local town and district.

2. National Cadet Corps (NCC)

- The National Cadet Corps (NCC) has been the largest uniformed youth organization in India, aims at character building and leadership, in all walks of life and promotes the spirit of patriotism and National Integration amongst the youth of the country.

- Amongst the 166 GDCs in AP, 40 GDCs have NCC units in their colleges with 4686 enrolled strengths in three wings like Army, Navy & Air force.

- The National Service Scheme (NSS) is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage, aimed at developing a student's personality through community service.

- NSS helps the student to grow individually and also as a group. It makes the students confident, develop leadership skills, and gain knowledge about different people from different walks of life.

- Students also learn other skills that help them lead a better life in various situations. Amongst the 168 GDCs in AP, 129 GDCs are having NSS units in their colleges. NSS Volunteers from these colleges adopted nearby villages and involved in community development activities by conducting various awareness camps.

- Apart from this, many companies from the private sector consider the NCC certificates as an advantage. When it mentioned the NCC certified or achieved NCC 'C'/'B' certificate in resume, it gives a hint about the personality. Other than just military training the cadets also learn several other valuable things such as selflessness, honesty, discipline, hard work and ways to build confidence and gain leadership qualities. Trained Cadets from GDCs have been recruited in various sectors and fields to serve Mother India.

3. The National Service Scheme (NSS)

The National Service Scheme (NSS) is a voluntary association of young people in Colleges, Universities and at +2 level working for a Campus-Community linkage, aimed at developing students' personality through community service. NSS College Units adopt the villages and conduct various awareness camps as part of the community service.

- NSS helps the student to grow individually and also as a group. It makes the students confident, develop leadership skills, and gain knowledge about different people from different walks of life.
- Students also learn other skills that help them lead a better life in various situations. Amongst the 166 GDCs in AP, 129 GDCs are having NSS units in their colleges.
- NSS Volunteers from these colleges adopted nearby villages and involved in community development activities by conducting various awareness camps.

A representative Image of NSS Activities

4. Women Empowerment Cells (WEC)

Women Empowerment Cells were established in all Govt. 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.

A representative Image of WEC Activities.

5. Red Ribbon Clubs (RRC)

Red Ribbon Club is established in all GDCs for promoting blood donation through blood donation camps, Red Ribbon Club activities are implemented through National Service Scheme (NSS) Cell by conducting Awareness Programmes and blood donation camps. The strategy is to promote health seeking behavior and voluntary blood donation as well as enable them to become change agents in HIV & AIDS prevention programs in the state.

A representative Image of RRC Activities.

6. Eco-Clubs

A representative Image of Eco-club Activities

Eco-Clubs are established in all GDCs to protect & promote green environment and to sensitize the students on issues related to the environment. Eco-Clubs in GDCs organize various activities such as the 'Clean and Green' campaign which aims to protect and care for the environment by engaging the community in leading an environmentally conscious lifestyle. These clubs play key role in keeping the campus Clean and Green to create healthy atmosphere in respective colleges.

7. Consumer Clubs

Consumer Clubs are formed in all GDCs for creating awareness on consumer rights of the public as provided in the Constitution of India, Consumer Protection Act- 1986, and other Indian Laws. These clubs play an important role in imparting knowledge about real life situations and to enable to develop confidence among the students and local community to fight for consumer rights and justice. The consumer clubs celebrate the days of National and International importance to consumers in colleges in association with local Governmental and Non-Governmental agencies.

8. Literary and Cultural Clubs

Literary and Cultural clubs are formed in all GDCs for creating a platform for students to cultivate a passion for creative writing, literature, quizzing, debating, elocution and to be in touch with cultural values and traditions. These clubs conduct various literary activities to sharpen skills of logical thinking, build essential skills needed in various workplaces and also organize cultural events to expose them to a wide range of cultural diversity and to improve harmony among the students.

9. Games and Sports

Students of all GDCs in the state are encouraged to take part in sports and games in order to develop healthy and long-lasting lifestyles. Sports and games are integral part of human life as well as important for human resources development. They are also effective way of channelizing the energy of youth for productive and meaningful purposes. They also lead to physical, social, and mental integrated development of students by ensuring a sound mind in a sound body and equip the students to cope with the pressures in their career. Students of GDCs participate in various events/tournaments at College Level, University Level, National and International levels.

VI. TECHNOLOGY ENABLED GOVERNANCE

- Academic Related
  - C-MAPP (Classwork Monitoring)
  - A-MAPP (Assessment Monitoring)
  - I-MAPP (Internship Monitoring)
  - Industry Connect Portal
- Administration Related
  - e-Office Management
  - G-MAPP (Grievance Redressal Management)
  - SIMS (Student Information Management System)
  - FRAMS (Face Recognition Attendance Management System)

VI. TECHNOLOGY ENABLED GOVERNANCE

For effective administration of colleges at state level, CCE has developed five (5) Apps which are intended to cover the major administrative aspects of the department. They include two administrative Apps and three academic apps. Real Time monitoring of these activities from a state level dashboard is an added advantage of these interventions.

1. ACADEMIC RELATED

a) C-MAPP (Teaching Learning Process App)

Digital initiative by the department introduced during 2020-21 (July 2021) to monitor online/ offline Teaching learning Process during the COVID-19 second wave. It is available in two forms, Web Application for Desktop Users and Mobile Application.

All the faculty of GDCs across the state are using TLP App to report and monitor teaching learning progress daily.

Every College prepares course-wise timetables and map them to the respective teachers through the principal's dashboard of Web Application.

Features:
- College wise Timetable is mapped
- Student enrolment data is prepopulated
- After every class, Lecturer must upload the data

Outcomes:

- Lecturers and students' attendance is ensured
- Corrective measures are being taken for poor attendance
- Conduct of classwork is monitored
- Deviated classes are being properly recouped
- Academic Performance is accounted for
- Phenomenal increase witnessed in the academic performance
- Principals have been empowered
- Timetable Mapping to lecturers and corresponding sections/classes.

- Attendance entry of the students.

- Transfer Class from a lecturer to another lecturer as per dynamic requirements.

- Rescheduling of Classes for administrative flexibility

- Offline / Online mode of Class reporting to overcome network issues.

- View Reports of Individual, College, District, Zone, and State level.

- Feedback for betterment of the functionalities
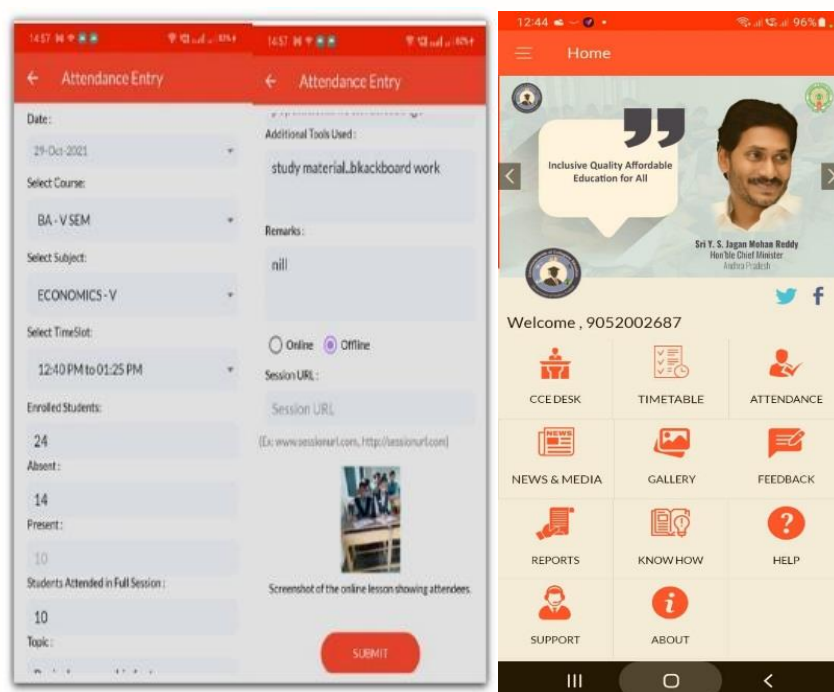
Home Screen of TLP Mobile App
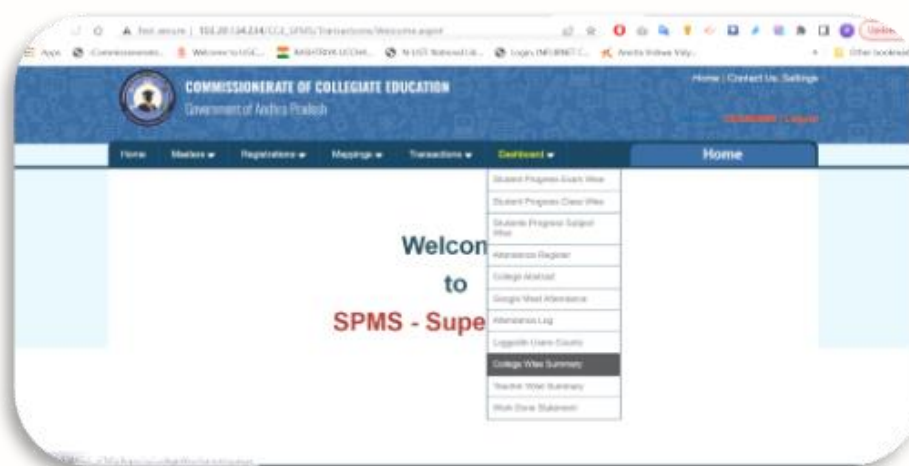
Dashboard of TLP Map Web Portal

Sample Work-done Statement

b) A-MAPP (Continuous Internal Assessment (CIA) Monitoring App)

The Continuous Internal Assessment App Ensures uniform assessment, which is challenging to students continuously, follows up and ensure the progress during the course and facilitates the documentation and verification of the implementation of CIA and a progress Report will be shared to students after every semester.

The application will also be launched shortly in two (02) forms:

1. Web Application for Desktop users
2. Mobile App

The A-MAPP functionalities include

- Recording the Assessment Data of Every Student in Specific CIA format as mentioned in the SOP.

- Assigning & recording the topics allotted to students.

- Tracking the progress of the students from the dashboard at Individual, College, District, Zone, and State level.

- Feedback/Reports of the students, lecturers/mentors and the principals are recorded and made available for follow up action.

MANUAL FOR GOVERNMENT DEGREE COLLEGES

c) I - MAPP (Internship Monitoring APP)

Internship is mandatory as part of revised CBCS curriculum 2020-21, which is a tough task for colleges to implement alone. This Internship Monitoring App provides Internship opportunities to students with industry connect & monitors the status of every student in the state helping to easily identify the lapses and gaps to focus on. It's available in two (02) forms:

1. Web Application for Desktop users
2. Mobile App

The I-MAPP functionalities include

- Adding industries to the Database for "Industry Connect"
- Mapping students to various industries for internships as per industry connect.
- Mentoring & monitoring the students who are doing internship on-site.
- Monitoring the student weekly tasks by the mentor, trainer, and the principal.
- To Assign tasks to the students, which will be reflected in the student login, and he/she is alerted of the daily tasks list, enabling them to submit the task report with attachments (If required in the scheduled task).
- Mentor can submit his comments on the student task report so that the student can improve himself/ herself according to the guidance.

d) Internship Portal

As a major part of the preparedness for internship of 2 months after 4th semester and 6 months in 5th or 6th semesters, a separate CCE-Industry connect portal (http://apcce.gov.in/TSEHome) is created. More than 25,000 internships were identified and mapped with students of GDCs who completed 4th semester, through the Internship web portal.

Home page of internship portal

2. ADMINISTRATION RELATED

(a) e-Office Management

The Commissionerate of Collegiate Education uses the e-Office functionality of the National Informatics Center. Guidelines were issued to all the competent staff to use e-Office for easy, transparent, and quick disposal of the files within the stipulated timelines.

Functionalities include

- Creation of e-files with enclosures attached by uploading
- Share, Modify, Provide Remarks, Edit the e-Office files.
- Track the files with ease.
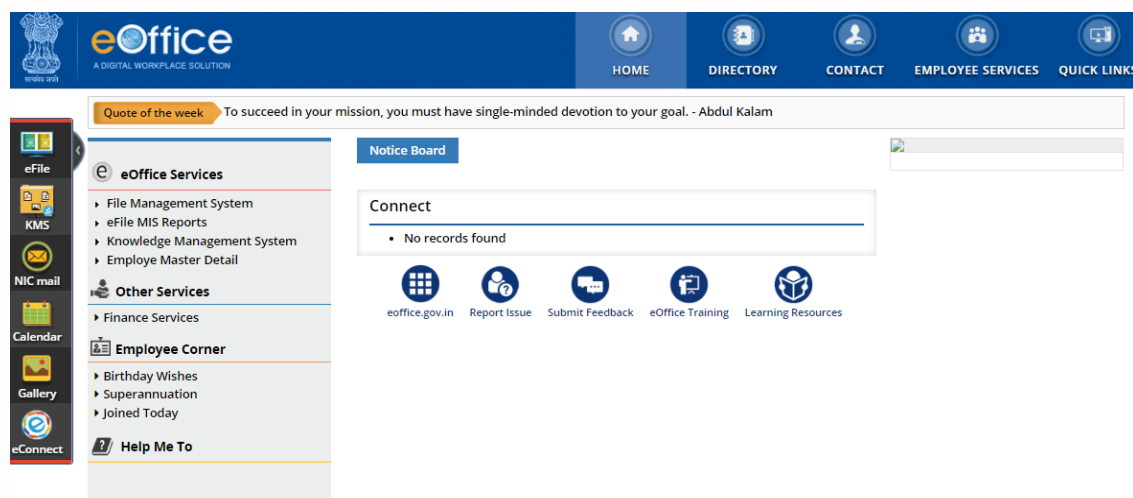
Dashboard of e-Office

(b) G-MAPP (Grievance Redressal Management App)

The **Grievance Redressal Management App** facilitates easy submission of grievances to CCE enabling quick and transparent redressal mechanism with assured follow up. No grievance is left unredressed with this app. Staff & Students can file grievances with ease of a click & hope of assured redressal.

a. Features:

- College wise Student and staff data is uploaded
- Individual can login and register grievance
- Online 24X7 access to file any grievance.
- Escalation of grievance to concerned authority within a short time.
- Tracking the redressal status of the grievances from dashboard at Individual, College, District, Zone, and State level.
- Grievance will be forwarded to concerned officer for redressal

Outcomes:

- Provision of direct access to the administration
- No delay and faster redressal mechanism
- Applicant can track his/her application
- No need to visit Head Office and hence conduct of classes enhanced
- Transparency in Administration
- Increase of accountability on part of Colleges and HoD office
- Staff & Students can file grievances with ease of a click & hope of assured redressal. The GR Mapp has two (02) forms
    1. Web Application for Desktop users, 2. Mobile App
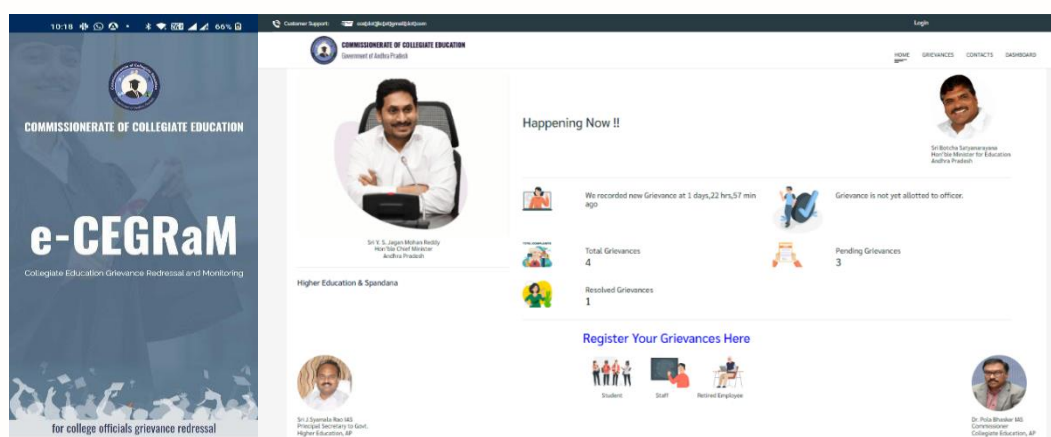
Screen shot of the GR MAP's Web Application and App

c. SIMS (Student Information Management System):

Monitoring of funds at colleges would be transparent and allocation of funds according to the official guidelines would be easy through **SIMS**. All the fee types payable by students at the college are categorized and displayed in the app. Helping in the utilization follow up and justification. This helps in the overall development of the colleges.

Features:

- Student can pay fee from any place and at his/her convenience
- Fee allocation for each component is specified
- Students receive messages regarding fee paid and balance to be paid

Outcomes:

- Transparency in Financial Management
- Principals are empowered and can utilize the funds in more useful way
- Remove misappropriation of Funds
- Monitoring of fee collected per every student, college-wise.
- Direct credit of the fee paid by the student according to the fee heads of the University/College.
- Tracking the fee collected and pending details from the dashboard.
- Alerts to students on the fee payable and paid receipts.
- Alerts to students & parents from other administrative & academic matters from the college.
- Monitoring of the fee heads for targeted & allocated expenditure without misappropriation of funds.
- Live cashbook & fund flow records.
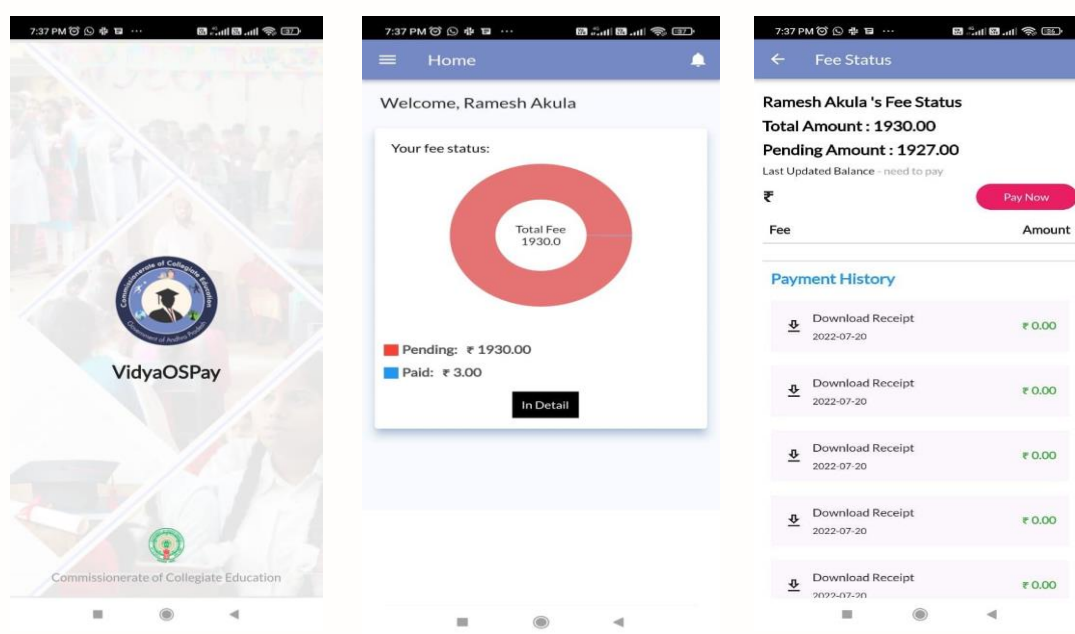
d. FRAMS (Facial Recognition Attendance Management System)

The Government of Andhra Pradesh has come up with a 'Facial Recognition' based software solution for the Management of Attendance in Govt. organizations, namely "Facial Recognition Attendance Management System (FRAMS)". The FRAMS is used to Manage / Monitor the attendance of all the Staff and Students of the Government Colleges in Andhra Pradesh under the aegis of the CCE.

Functionalities & Features

- The primary functionality of attendance capturing in FRAMS is based on 'Facial Recognition and Presence' of the staff or students.
- Mobile devices running on Android/iOS with a decent camera are the only required equipment to implement the utility at College/Classroom level.
- Students are registered in the FRAMS APP and organized into sections/classes. Similarly, staff are also registered in the APP based on facial recognition.
- Accordingly, Lecturers are mapped to sections as per the timetable.
- A lecturer needs to capture the image of self in FRAMS to mark self-attendance followed by capturing of the class through camera.
- The system recognizes facial differences between individuals with utmost accuracy and marks attendance, for instance, it can differentiate between twins, and between stationary objects (like pictures) and people. It accepts the attendance within the radius of Geo-coordinates of the college.
- Re-scanning adds the attendance of any individual(s) left out of the attendance.
- Encrypted Students' & Staff data from Jnanabhoomi portal of the Govt. of A.P. is used for managing attendance.

Outcomes

- Use of simple tool like a mobile device helps in averting problems that arise with biometric devices in practice.
- High accuracy of attendance management in relatively less time.
- Unbiased attendance using facial capturing and detecting.

VII. EXCERPTS FROM STANDARD OPERATING PROCEDURES (SOPs)

- TLP - Roles & Responsibilities
- Maintaining NAAC Records Submission of NAAC AQARs &SSRs Submission of NAAC AQARs & SSRs in Govt. Degree Colleges (GDCs).
- Admissions Strategy & Enhancement of GER / GPI.
- Continuous Internal Assessment (CIA)
- College Websites – Maintenance
- Extra-Curricular Activities
- Research & Development Cells (RDCs) at Colleges
- CSP & Internships
- Code of Professional Ethics - Roles & Responsibilities
- Measures to Improve Overall Results
- Establishment of Inclusive Centers

VII. EXCERPTS FROM STANDARD OPERATING PROCEDURES (SOPs)

Index of SOPs

Sl. No.	Area of Implementation of the SOP	Features	Outcomes
1	**TLP - Roles & Responsibilities**	Real Time monitoring of classes, student attendance, teacher leaves and class adjustments.	Seamless & uniform transaction of teaching learning activities, uncompromised classwork schedule. Strict follow up of conduct and adjustment of the classwork in real time. State level monitoring of classwork from an online dashboard.
2	**Maintenance of Records & Submission of NAAC AQARs & SSRs**	Pathway for Internal Quality Assurance Cells (IQACs) of the Colleges. Guidance for accurate & ideal implementation/documentation of NAAC related activities.	For mandatory & intime NAAC grading of colleges, targeting 100% NAAC recognition of all institutions. Ensures that the institutions follow the appropriate guidelines of NAAC, UGC, etc., from time-to-time.
3	**Admissions Strategy &Enhancement of GER / GPI.**	Assists in capturing admissions from feeder Jr colleges and villages/wards nearby the GDCs. Detailed excerpts of all SOPs which in turn contribute to increase in Gross Enrollment Ratio and Gender Parity Index.	Improves admissions which further contribute to increase in GER and GPI, (including women empowerment through higher education), the Sustainable Development Goals (SDGs).

Sl. No.	Area of Implementation of the SOP	Features	Outcomes
4	**Continuous Internal Assessment (CIA)**	Seamless & Uniform CIA policy across all GDCs. Continuous feedback to students.	Ensures that our students are continuously tracked and reminded of their academic performance for feedback-assisted iterative learning. Enables students to complete the program in time with good knowledge and score.
5	**College Websites - Maintenance**	Mirroring up-to-date college information and essential data, on a regular basis.	Best & transparent administrative practice. Essential, yet score gainer in NAAC, NIRF etc.
6	**Extra-Curricular Activities**	Planning and implementation of the extracurricular activities including that of Women Empowerment Cell. Essential steps to follow for Village adoptions, Outreach Programs.	Simultaneous follow up of extracurricular activities for all-round personality development of students. Talent Promotion and recognition. Implementation of 'Outreach Programs" benefiting the public & enhances peer perception of the institutions.
7	**Research & Development Cells (RDCs) at colleges.**	Establishing RDCs, creating research ecosystems in colleges to promote "Teaching through Research Practice".	Functional RDCs at GDCs. Research driven progress of the colleges in terms of publications & patents.
8	**CSP & Internships**	Guidelines on CSP implementation. "Industry connect" of colleges provides internship opportunities to all the students.	Assured and in-time completion of internships by all students. Provides better job-opportunities during the course itself.

Sl. No.	Area of Implementation of the SOP	Features	Outcomes
9	**Code of Professional Ethics - Roles & Responsibilities**	UGC guidelines, 2018. AP Special Service Rules. Code of ethical conduct. Model for students.	Imperative practice of "Professional Ethics" & scrupulous adherence to roles and responsibilities at colleges to reach high standards set by UGC, NAAC, APSCHE & CCE. Enhanced responsibility of the staff while discharging the duties. Creates a professional & dignified environment at HEIs.
10	**Measures to Increase Overall Results**	Methods to follow for assured incremental performance of the GDCs.	Overall pass percentage of the students is the key indicator of the performance of colleges, which is improved by following this SOP
11	**Establishment of Inclusive Centers**	Guidelines to stand for / implement Anti women-trafficking, legal counselling, prevention of drug abuse etc., Promotion of Human Relations, & Entrepreneurship.	Creating awareness and security in terms of human trafficking, drug abuse, human relations & entrepreneurship, Root level implementation inclusive policies.

Excerpts from SOPs

1. TLP – Roles & Responsibilities

The Commissionerate of collegiate Education has institutionalized an online platform for monitoring the Teaching-Learning Process in Government Degree Colleges in the state of Andhra Pradesh. The online platform called "Teaching Learning Process Management (TLP Map) App" is available in both web portal and as well as mobile app. In this regard, the following Standard Operating Procedure (SOP) is prescribed for strict compliance at different levels namely Faculty/institutional/District/Zonal/State level.

Academic Cell, headed by the Academic Guidance Officer (A.G.O), is endorsed with the responsibility of planning and monitoring the Teaching Learning Process (TLP) regularly across the state. A monitoring officer is appointed for each Nodal resource center (NRC).

Principal shall play pivotal role in the implementation of TLP Map at college level. He/she should ensure that

i) Each faculty member prepares timetable for the subjects dealt by him/her for different semesters and map the same in the app.

ii) All the students must be motivated and mobilized to attend all the scheduled classes by consulting the parents, if needed.

iii) All the faculty members conduct their scheduled classes as per the timetable.

iv) Instruct the faculty to report the classes along with details like topic, student attendance etc., immediately after the completion of each class but not at the end of the day and authenticate the said information through Principal login by 7:00 P.M on that day.

v) Leaves/OD/Activities/Examinations etc., are to mark a day advance and classes adjustments should be made.

Faculty members are the critical persons at the cutting-edge level who are really connected with the students for the transmission of the content. If the faculty member is not connected, the very purpose of the TLP is vitiated. Therefore, the faculty member is expected to be sincere and committed in his/her role. They are requested to

1) Involve themselves in teaching and see that the class work conducted with utmost care and fruitful manner.
2) Report the classes immediately after every class with all details.
3) Submit leave/OD or if any well in advance to the principal to make necessary arrangements/ adjustments for conduct of classes.
4) Motivate students to attend all classes and take all measures to improve the attendance of the students.
5) Conduct of classes, and attendance of the students for the classes will be taken on day-to-day basis to assess the performance of the faculty and the same will be linked to the salary of the individual.

2. Maintaining NAAC Records Submission of NAAC AQARs &SSRs Submission of NAAC AQARs & SSRs in Government Degree Colleges (GDCs).

1. **Vision and Mission**

   Each GDC shall prepare their own Vision and Mission statements as part of their action planning process for achieving the desired goals of the institution. Similarly, IQAC and each department in the institution shall also prepare their Vision and Mission statements in line with the institution's Vision and Mission. The *Vision* statement envisages the long-term goals of the institution. It is the big picture of what the leadership wants the Institution to look like in the future. Therefore, a vision statement does not change from year to year until the completion of a cycle. It should be comprehensive and holistic and should be presented in a single sentence.

   The *Mission* explains how the vision of the institution gets translated through various strategic plans. The vision represents the big picture, and the mission represents the necessary work that should be taken up constructively.

   Both the 'vision' and 'mission' explain the goals and objectives and the steps planned for achieving the outcomes.

2. **IQAC Committee**

   Since quality enhancement is a continuous process, as per the mandate of NAAC the Internal Quality Assurance Cell (IQAC) shall be established as part of the institution's system to work towards the realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent, and catalytic improvement in the overall performance of the institution. The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives. The success of IQAC depends upon the sense of personalization and participative attitude along with committed hard work and team spirit of all the stakeholders. It will be a facilitating and participative voluntary unit of the institution.

3. **Composition of the IQAC Committee:**

   According to the NAAC Manual, the composition of the IQAC should be as follows:

   1. Chairperson: Head of the Institution,
   2. Teachers to represent all levels (Assistant and Associate Professors, 3 to 8),
   3. One member from the Management (RJDCE / a member from Academic Cell),
   4. The senior administrative officer (Office Superintendent/Manager),
   5. One nominee each from the Local Society/Trust, Students and Alumni,
   6. One nominee each from Employers/Industrialists/Stakeholders, &
   7. One of the senior teachers (Professor / Associate Professor) with quality track record and aptitude as the Coordinator of the IQAC.

4. **Functions of IQAC**

The IQAC has to ensure outcome-oriented quality work is taken up by different departments of the HEI and the stakeholders in tune with the Vision and Mission. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of the functioning of the institution. The IQAC Coordinator has a major role in implementing these functions. The IQAC may derive support from the already existing units and mechanism that contribute to the functions:

Some of the functions expected of the IQAC are:

a) Development and application of quality benchmarks / parameters for various academic and administrative activities of the institution,

b) Creation of a learner-centric environment conducive to quality education and faculty knowledge / skill promotion to adopt the required knowledge and technology for participatory teaching and learning process,

c) Arrangement for feedback response from students, parents, alumni, and other stakeholders on quality-related institutional processes,

d) Dissemination of information on various quality parameters of higher education,

e) Organization of inter and intra institutional workshops, seminars, conferences and symposia on quality related themes and promotion of quality circles,

f) Documentation of various programmes / activities leading to quality improvement as per SOP,

g) Acting as a nodal agency of the Institution for planning, monitoring, and coordinating quality-related activities, including adoption and dissemination of best practices,

h) Development and maintenance of institutional database related to SSR / AQAR through MIS for the purpose of maintaining and enhancing the institutional quality,

i) Development of Quality Culture in the institution,

j) Guiding the institution and members for preparation and timely submission of the Annual Quality Assurance Report (AQAR) and preparing the Institutional Information for Quality Assessment (IIQA) and Self Study Report (SSR) for Assessment and Accreditation as per guidelines and parameters of NAAC.

5. **Role of the Principal**

The Principal, being the head of the institution, must be innovative, creative and logical in steering the institution. He / She must thoroughly be well versed with the NAAC methodology and should be able to assess the needs of the institution properly and should conduct the SWOT analysis.

The Principal should be a visionary, independent in thinking, collaborative in achievement, critical in thinking and unbiased in judgement.

The Principal should start the re-assessment plan by studying the recommendations made by the previous Peer Team of NAAC.

The Principal should

❖ go through the quality documents (AQAR / SSR) along with the SOP and discuss with the IQAC Coordinator and Criterion In charges before planning the course of action,

❖ appoint the Criterion in-charges to procure data related to various qualitative and quantitative metrics,

❖ appoint two additional coordinators (1. academic and 2. technical) to coordinate with the criterion in charges for procuring the necessary data for metrics and to upload the finalized data on the NAAC website from time to time,

❖ should convene periodical meetings, know about the progression and monitor the whole process to achieve the stipulated vision for each cycle,

❖ should strategically plan events and activities for the growth and development of the institution with a focus on the seven criteria of NAAC,

❖ should include the IQAC Coordinator in all decision-making meetings.

6. **Role of the IQAC Coordinator**

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the departments. The coordinator of the IQAC may be a senior lecturer with a positive attitude, knowledgeable and should possess expertise with a good track record in quality aspects.

It is preferable that the coordinator must have sound technical knowledge to document the information periodically, the Agenda, Minutes and Action Taken Reports along with the reports of various activities and maintain them electronically in a retrievable format.

The following are the expected roles and responsibilities of the IQAC Coordinator:

● To visualize and prepare a qualitative vision statement,

● To plan, monitor, and coordinate with various quality initiatives in the institution,

● To examine, guide and coordinate the documentation of the various activities leading to quality improvement collected by the criterion in-charges with the help of Additional Coordinators,

● To coordinate with criterion wise in-charges, department in-charges and staff members,

- To coordinate in preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters by conducting timely review meetings,
- To coordinate the timely and efficient execution of the decisions of the IQAC committee,
- To visit NAAC website at frequent intervals and inform the Institution about updates and deadlines from time to time.

7. **Role of the Additional Coordinators:**

a. **Additional Coordinator (Academic):**

The Additional Coordinator (Academic) will monitor the qualitative metrics collected by the Criterion In-charges and in association with the IQAC Coordinator will finalize them for upload. The **Additional Coordinator (Academic) shall be a committed teacher with a positive attitude for the development of the college.**

b. **Additional Coordinator (Technical):**

The Additional Coordinator (Technical) will monitor the Quantitative Metrics collected by the Criterion In-charges and in association with the IQAC Coordinator will finalize them for upload.

The **Additional Coordinator (Technical)shall be a committed teacher with a good attitude and innovation and shall have practical experience in using technology.**

8. **IQAC meetings**

a. The IQAC should conduct meetings periodically to plan and monitor the IQAC Calendar for the development of the Institution.

b. The IQAC should fix targets, timelines and discuss various assignments allotted to the Criterion In-charges.

c. The meetings should review, monitor and replan activities for achieving target-oriented activities.

9. IQAC Chamber and Facilities:

As the IQAC functions like the brain of the college, the following facilities must be provided by the Principal:

❖ The IQAC must be provided with a well-ventilated chamber large enough to conduct review meetings.

❖ It should have an uninterrupted internet facility with a good bandwidth and a functional Computer system with best configuration.

❖ A UPS must be provided for saving the date in times of power interruption.

❖ A functional scanner and printer, stationery and closed almirahs must be provided to store the data under lock and key.

❖ An attender also is to be provided to collect data from the departments from time to time.

10. Role of the Website In charge:

The website in charge of the college must be dynamic, creative, and innovative to present the Institutional website in a constructive way with all visual appeal and academic dynamics. He / She should be able to work in collaborative way with the IQAC teams and should incorporate all the required documents as required by NAAC from time to time.

He / She should see a dedicated functional and dynamic website maintained up to date with necessary space for uploading various scanned documents for a complete cycle - i.e., five years.

A list of items that should be displayed on the website (Website Checklist), furnished with the SOP shall be adopted in practice.

11. Maintenance of Records at IQAC

The following records/documents are to be maintained by the IQAC

● College establishment G.O

● Land related documents

● Peer Team recommendations

● Accreditation certificates

● Strategic Plan Deployment Documents (2(f) and 12(b) status documents / Autonomous status / RUSA, AISHE and NIRF submitted data and certificates, etc.,)

- Year wise Staff and Students' Data
- College Activities Register
- IQAC Circular Book
- IQAC Minutes Book and Action Taken Reports
- CPDC Minutes copy
- Staff Council Minutes Copy
- Academic Council Minutes Copy
- Syllabus documents
- Result Analysis Reports
- Month wise Activity Reports
- Criteria wise reports with evidence in the NAAC report format with proofs
- Monthly Newsletters of the college.

12. Role of the RJDCE, ID College Principal and Zonal Resource Persons

The RJDCE, in consultation with the ID College Principal, and the appointed Zonal Resource Persons should monitor the status and progress of the district colleges from time to time. They should prepare a calendar for personal visits to guide the colleges from time to time either virtually or personally and submit a report to the in-charge concerned at the Academic Cell.

13. Handing Over charge / records during transfers

All the records maintained by the in-charges of various Departments, IQAC Coordinator, additional coordinators, and members (Regular, Contract and Guest) shall be handed over to the new incumbent in the event of transfer or retirement of the incumbent in order to maintain continuity in the assessment and accreditation process.

The Principal of the college shall give the LPC / relieving order to the incumbent only after verifying the handing over of the charge and records lists to the new incumbent personally.

14. Disciplinary action for dereliction of duty

Disciplinary action will be initiated, and the incumbent shall be punishable for dereliction of duty in accordance with the procedure laid down in the Andhra Pradesh Civil Services (CCA) Rules, 1991, if

i)   Any Principal, IQAC coordinator or Criterion In charge submits the AQAR with 'Nil' reports despite availability of data or

ii)   does not submit the AQAR within the stipulated time or

iii)   does not maintain the record as per the instructions given above.

15. Submission of NAAC AQARs & SSRs

The National Educational Policy, 2020 emphasizes on the need for and importance of accreditation as a means to ensure quality education. In this regard, the NEP, 2020 recommended mandatory accreditation of all Higher Educational Institutions in a time bound manner. The Govt. of Andhra Pradesh is committed to provide quality education to all the students of the state and ordered for mandatory accreditation of all the Higher Educational Institutions offering conventional, technical, and professional programmes within three years vide G.O.RT.No. 13 Higher Education (U.E) department, dt. 02-02-2021.

In this connection the Commissionerate of Collegiate Education, AP has conducted several review meetings with the Principals, Internal Quality Assurance Cell (IQAC) Coordinators, Criterion in-charges of certain Government Degree Colleges to review their preparedness for assessment and accreditation by NAAC.

In the departmental review meetings, it is noticed that certain Government Degree Colleges are maintaining the records not in the format of Revised Accreditation Framework for NAAC assessment and accreditation. It is also noticed further that some colleges have delaying the submission of AQARs even though the timeline for submission has expired and, in some cases, AQARs are being submitted with insufficient data. Reports and certain records are not properly maintained in the departments / college level IQACs.

In view of the above, all the Principals, IQAC Coordinators, Criterion in-charges / members and in-charges of departments are informed to maintain all the records for NAAC Assessment and Accreditation in the Revised Accreditation Framework (RAF) method and follow the guidelines mentioned below scrupulously at college level:

3. Admissions Strategy &Enhancement of GER / GPI.

These guidelines were issued to all the Principals of Government Degree Colleges requesting them to implement the guidelines given hereunder to enhance the Admissions in Degree courses for the Academic year 2022-23 without fail to ensure 100% admissions in all college and courses.

A. Creating Awareness about College and Online Admissions Process:

1. **Constitution of Admissions Promotion Committees:** Each College shall constitute college wise 'Admissions Promotion Committee (APC)' to oversee the entire admission process and form Programme-wise Admissions Teams (PATs) to enhance admissions in each programme. The committee and teams shall carry out programme wise admission analytics for the past three years and prepare action plan to enhance the admissions for the academic year 2022-23.
   The College shall conduct Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis in respect of each programme and collect the information on perception levels of each programme among the students and public and introduce new programmes or close unviable programmes basing on the need analysis, employment, and entrepreneur opportunities available for the courses.

2. **Preparation of brochure/pamphlets:** The college shall prepare brochure/pamphlets highlighting the courses, facilities, strengths, facilities for women students, students incentivization programme, sports and games, extracurricular activities, IT infrastructure, JKC initiatives, Certificate/Value added courses, training for PG Entrance, Competitive exams, CCE-LMS etc., for campaigning among stakeholders and for distribution to junior college and intermediate students.

3. **Preparation of College video:** Admissions Promotion Committee shall prepare a video showcasing the achievements, infrastructure facilities, academic programs, laboratory facilities, faculty expertise etc. This shall be shared to all stakeholders through social and electronic media, including Facebook,

WhatsApp group, local city cable system, alumni, etc., with all second-year intermediate students in the catchment area.

Updating the college website with all its previous achievements in curricular, co-curricular and extra-curricular arenas and innovative initiatives. The college website shall be widely taken into student community to know about the salient features of the college, its infrastructure, facilities, amenities, student support wings such as JKC, NCC, NSS, career guidance cell, etc., achievements, vision, mission, faculty, etc.

4. **Coordination with Junior Colleges:** Principal and APC along with some students shall visit all the Junior Colleges, Model Schools in the area to create awareness among intermediate students about the courses, facilities, faculty, and quality initiatives available at the college and collect the Intermediate students' details with group studying and mobile numbers to guide the students during admissions.

These committees need to interact with the principals and staff of junior colleges to seek their cooperation in motivating their students take admissions in Govt. Degree Colleges by highlighting quality enhancement strategies in TLP, infrastructure facilities, Innovative practices, extra-curricular activities, etc.

The faculty shall develop a connection with Intermediate colleges and students by visiting the college, taking guest lectures to Intermediate students and invite Intermediate staff and students to GDCs to get first-hand information about the college.

5. The faculty members have to reach out the students in surrounding villages, Alumni and parents in their door-to-door campaign and take support from village and ward secretariate to reach out to more students.

6. Each College shall conduct a press conference before admissions with all the print and electronic media representatives/ reporters, showcase the infrastructure, explain the strategies being adopted for implementation of quality Teaching, Learning and Evaluation, Co-curricular and Extracurricular activities, innovative and best practices, etc., and request them to cover the achievements/ infrastructure once widely in the feeder areas so that

stakeholders develop a positive perception about the college. Media people shall be requested to extend help in improving admissions.

7. **Highlighting Market Oriented Programmes:** The APC shall explain the importance of Market Oriented Programmes, employable courses, Online courses, Life Skill Courses, Skill Development Courses, and Certificate courses offering in the college highlighting their potential in securing employment opportunities

8. **Conduct of Online Awareness cum Bridge Course:** Colleges shall conduct an Hour bridge course every day for one week before admissions to the second-year intermediate students in the catchment area through online platforms like Google Suite, Zoom etc., and explain the available programmes and can show the facilities of the college.

9. **Establishment of Help Desk:** Each college should constitute at least one helpdesk with a minimum of two staff members with a dedicated contact phone number with WhatsApp facility to guide Intermediate students. The help desk team should interact with the parents as well as students in polite and pleasing manner.

   The help desk team should provide internet enabled desktops/laptops, printer, and stationery for online admissions process.

   The help desk team shall provide complete guidance to the candidates on online admissions procedures, documents required, fee particulars, timelines, etc., who approach the campus for online admissions.

10. **Advertising:** The Principal of the college shall take initiative to provide wide publicity about the Physical infrastructure, Academic Excellence, digital infrastructure, laboratory etc., through print and electronic media – newspapers, local cable TV, flexi banners, F.M radio; village secretariats, students, CPDC members, etc., in feeder areas. The digital advertising through Instagram, twitter, Facebook, etc., shall be widely used for cost effectiveness and wider outreach.

11. **Hostel Facility:** Hostel facility helps improve admissions into our colleges. Those Colleges with permanent hostels shall offer hostel facility to the students and maximize admissions through campaigning.

In case of GDCs where hostel is not available, Principals shall guide the needy students for admission into state Government run Social Welfare or B.C welfare or other hostels by coordinating with Hostel wardens in that area.

12. **Transportation facility:** In case the college is away from the town/ village and if transportation is a factor for decline in admissions, the Principal shall, in consultation with the necessary agencies, such as RTC, etc., make arrangements for providing transportation facility to the students.

Further, transportation facility from the nearby bus complex to the college may be provided to the students by engaging private buses/mini vans with required number of trips by entering into agreement with private automobile players, if finances permit.

13. Roping in Alumni Networks: The Alumni association members of college, after creating alumni networks, especially those of last five years, shall be pressed into service for campaigning. They shall be motivated to carry out campaign in feeder areas by propagating their testimonials about the college.

B. Strengthening of Libraries:

- To strengthen the libraries in GDCs the College level Library Committee has to identify the alumni and educated elite in the town or city/nearby cities who can donate books to the library.
- Library committee should identify the required books for each department and conduct a meeting with alumni and educated elite to sponsor/ donate in cash or kind.
- Department in-charges/ Library committee shall conduct a meeting with final year students to motive them to donate their books to departments libraries in order to utilize the same for freshers. Each Department shall maintain separate logbooks for donations and utilizations.

C. Interaction with Parents:

- Parent –Teacher meetings have to be arranged at least once in a semester and it should be made part of the academic calendar.
- In the Parent –Teacher meetings feedback from the parents has to be taken on programmes and invite suggestion for introducing new certificate courses in a specific format for the record of suggestions given by parents.

- Parent suggestions/feedback has to be analyzed and discussed in the departmental review meetings and action taken report has to be prepared.

D. Awareness on programmes/courses:

- Information on courses /programmes/ value added courses/ certificate courses offered in colleges along with Programme Outcomes, Course Outcomes, Programme Specific Outcomes has to be made available to all students at the time of their admission into the programme in order to make them aware of the course outcomes/job opportunities/ future potential for higher education.

E. Conduct of Online Certificate Courses:

- GDCs have conducted 251 certificate courses after 01.08.2021 and selected courses will be conducted online during Zero hours to support students from other colleges also.
- Conducting I Semester Data science, and I and III semester Statistics classes through online to supplement classroom teaching.
- Proposed to conduct important certificate courses by Govt. Autonomous Colleges and make them available to all other GDCs though Virtual Classes with common online schedule/ timetable, online registration, online classes, online assessment, and online certification.
- Proposed to conduct PGCET training also to support all students.

F. Blended Learning

- Lesson plan should have both the direct method and ICT usage.
- Teachers training through NRCs.
- Hands on Job training on e-tools for blended learning.

G. Internet Facilities:

- Strengthen the internet facilities for GDCs with dedicated bandwidth under the continuous monitoring of JKC/ Computers department
- Principals of the colleges are also requested to do Need/Gap Analysis as per the Proceedings enclosed for continuation and identification of courses for the academic year 2022-23.

4. Continuous Internal Assessment (CIA)

In a 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 judgement on a 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 differ 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 systems and skills, various types of assessment came into vogue. 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 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 Government Degree Colleges:

In the light of the above discussion, it is observed that the summative assessment in the state of 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 several 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.

- 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.

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 CONTIUOUS 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 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 the 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 as lacking objectivity and transparency.

8. Benjamin Bloom, an 'Educational Psychologist' devised a pyramid model that represents different ways of learning which is known as "Bloom's 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
(i)	Assignments	10
(ii)	Project-Work/Seminar/Group Discussion/Role play /Quizzes /Presentations	10
(iii)	Extra-curricular activities like cleaning & greening, NCC, NSS and attendance	10
(iv)	Testing of knowledge though Mid-term examinations	20
	TOTAL	50

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, Worksheets 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, Vermicompost Preparation, growing Nursery plants, Aquarium maintenance, Fish farming
3	Microbiology, Biochemistry, 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, Vermicompost 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 & 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

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 the 1st and 2nd mid-term examinations are commenced.

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. Students should be encouraged to participate in the Extracurricular Activities like sports, games, and Clean & Green of the campus/in the community, NCC, NSS 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 considered for awarding total marks of 10.

15. **Testing of knowledge** subject-wise testing through mid-term exams is very important outcome of learning, covering a weightage to the extent of 40 % of the total internal assessment. Hence there should be three kinds of questions. Firstly, one out of Three Essay type questions carrying 5 marks should be given. Secondly, five out of seven short answer questions should be set carrying 5x2=10 marks with weightage and thirdly, ten objective type questions should be framed carrying 10x1/2=5 marks with weightage comprising multiple choice answers, fill in the blank questions, matching answers questions, comprehension etc.

16. **Two mid-term examinations** consisting of four components as explained above should be conducted with 50% marks, for the 50% of the syllabus finished for each mid-term and it should be scaled down to 25 marks. The average of two mid-term examination marks secured by each student should be taken towards 25% weightage of total 100 marks. In case of autonomous

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

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

18. All the staff members should maintain records/registers properly in the prescribed format. The details of the marks secured by the students, subject-wise and component-wise, should be uploaded by each faculty member in the TLE monitoring app (TLP Map) on real time basis without fail. The Principals are informed to see that three (03) 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 ACADEMIC EVALUATION REGISTER.

  (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 ACADEMIC EVALUATION REGISTER 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.,

5. College Websites - Maintenance

To bring in uniformity and quality as per the NAAC parameters the SOP on College Websites is issued. The following are the details:

MENU STRUCTURE

1. **Home**

2. **About Us**

    2.1.   History

    2.2.   Vision and Mission

    2.3.   Principal's Message

    2.4.   Succession List of Principals

    2.5.   Valid NAAC Certificate

    2.6.   AISHE Certificate

    2.7.   ISO Certificate

    2.8.   University Affiliation Certificate

    2.9.   UGC 2(f) & 12 (b) Certificates

    2.10.   Location and Campus Layout

        2.10.1. Building Layout/details

3. **Administration**

    3.1.   College Staff

        3.1.1. Teaching Staff

        3.1.2. Non-Teaching Staff

    3.2.   Statutory Bodies

        3.2.1. Organogram

        3.2.2. Governing Body

        3.2.3. Academic Council

        3.2.4. Finance

    3.3.   Staff Council

    3.4.   CPDC

    3.5.   College Committees

4. **Academics**

    4.1.   Academic Council

    4.2.   Academic Calendar

6. Extra-Curricular Activities

Extra-Curricular Activities like National Cadet Crops (NCC), National Service Scheme (NSS), Sports & Games, Cultural, Red Ribbon Club (RRC), Women Empowerment Cell are implemented regularly in all Colleges. These activities offer students an opportunity to work with others and to gain essential life skills, boost academic performance, broaden social skills, improves time management also.

National Cadet Corps (NCC): The NCC has been the largest uniformed youth organization in India, aims at character building and leadership, in all walks of life and promotes the spirit of patriotism and National Integration amongst the youth of the country. Amongst the 166 GDCs in AP, 40 GDCs are having NCC units in their colleges with 4686 enrolled strengths in three wings like Army, Navy & Air force. Some of the GDCs are earnestly longing to raise NCC units in their Institutions. Such Institutes must fulfil some pre-conditions before applying.

- The College must provide a regular teaching staff to conduct activities of the Institutional NCC Unit. Primarily the teacher renders service as Caretaker; later on, the NCC Officer attends Pre-Commission Course and become an Associate NCC Officer (ANO).
- Institute must provide Storeroom & Office Room to look after the NCC Activities and has to provide training area & ground to train Cadets in Firing, Parade and Obstacle Training.
- The Principal of the Institute must contact the Commanding Officer of the nearest Battalion to raise a new unit and submit the application form in the prescribed format to the Commanding Officer of the concerned Battalion.

Interested Principals are instructed to contact the nearest Battalion Commanding Officer, submit the application, and send the details to O/o CCE through mail to pursue further action.

The National Service Scheme (NSS): The NSS is a voluntary association of young people in Colleges, Universities and at +2 level working for a campus-community (esp. Villages) linkage, aimed at developing student's personality through community service. NSS Colleges who adopt the villages must increase their community services by involving all the Departments accordingly to strengthen

the Units. For colleges that do not have NSS Units, the principals are instructed to follow the norms of the Affiliated University to start NSS Units immediately and adopt the villages for participation in the community services along with College Staff and Students.

Red Ribbon Club (RRC): Red Ribbon Club activities are implemented through National Service Scheme (NSS) Cell by conducting Awareness Programmes and blood donation camps. The strategy is to promote health seeking behavior and voluntary blood donation as well as enable them to become change agents in HIV & AIDS prevention programs in the state. All the Principals are requested to instruct the NSS Unit coordinators in the beginning of Academic year to Conduct Blood grouping as well as Blood Donation Camps and maintain records with documentary evidence.

Women Empowerment Cell (WEC): The WEC works to promote gender sensitivity in the college and conduct diverse programmes to educate, sensitize both male and female members and produce harmonious atmosphere on the campus. Instruct the respective coordinators to encourage the girl students to participate in NCC, NSS and sports activities. Conduct programs on 'Gender Equality' and various programmes related to girl students to empower them and form Class-wise girls counselling cells to make them to participate in all programmes and various activities.

Clean and Green: The Clean and Green campaign aims to protect and care for the environment by engaging the community in leading an environmentally conscious lifestyle. Keeping the Campus clean and making it green creates healthy atmosphere in respective colleges. Therefore, all the Principals are requested to instruct NCC & NSS Units, all the Staff and students to involve in the clean and green programs with slogans like
    1. Be part of the solution not part of the Pollution
    2. Don't be Greedy it's time to be Greeny.
    3. Go to green to keep it Clean.
    4. East or West going to Green is the Best.
    5. Eco friendly not as deadly, etc,

Encourage Staff and Students with One Department-One week to Conduct make the Campus Clean with Green.

7. Research & Development Cells (RDCs) at colleges

The National Education Policy 2020 (NEP 2020) emphasizes on the need for development in research in higher educational institutes (HEIs) in India in Chapter 17 of the policy, saying "A robust ecosystem of research is perhaps more important than ever with the rapid changes occurring in the world today, e.g., in the realm of climate change, population dynamics and management, biotechnology, an expanding digital marketplace, and the rise of machine learning and artificial intelligence. If India is to become a leader in these disparate areas, and truly achieve the potential of its vast talent pool to again become a leading knowledge society in the coming years and decades, the nation will require a significant expansion of its research capabilities and output across disciplines. Today, the criticality of research is more than ever before, for the economic, intellectual, societal, environmental, and technological health and progress of a nation".

It has arisen a critical necessity for Government Degree Colleges (GDCs) in the state of Andhra Pradesh to chase such challenging future goals while playing the pivotal role of HEIs, particularly in terms of research, innovation, and incubation. There must be an effective implementation plan to match the expectations of the NEP. The UGC, has released guidelines to establish Research and Development Cell (RDC) in Higher Educational Institutes (HEIs) in March 2022. The guidelines included a clear Vision, Mission, and Objectives of establishing RDCs in HEIs. Most importantly, National Assessment and Accreditation Council (NAAC) assesses Research, Innovation and Extension as a criterion for accreditation; so also "Research and Professional Practice" is a major influential parameter in National Institute Ranking Framework (NIRF) ranking.

Research may be envisaged as a means of acquisition and use of expert skills for the professional development of students, faculty and the HEIs. Innovation is the essential need to inculcate and develop novel skills to match the ever-evolving job market/industry requirement.

Twenty (20) research activities are proposed to be undertaken in GDCs as a Standard Operating Procedure (SOP).

In this context, All GDCs are advised to scrupulously go through, adopt, and adhere to the procedures mentioned hereunder. Failing in which shall result in low/nil progression of research-based activities at the HEIs which could have a negative impact on the performance indicators of the HEIs with respect to recognition, accreditation, ranking etc., On the other hand, most importantly, the absolute purpose of HEIs as human resource development centers cannot be fulfilled.

I. Establishment of Research And Development Cell (RDC)

The UGC launched an initiative to establish a RDC in each HEI with the mandate for promoting quality research that contributes meaningfully towards the goal of a self-reliant India ("Atma-Nirbhar Bharat"), aligned with the provisions of NEP-2020. The UGC issued guidelines for the establishment of RDCs are extracted and reiterated hereunder to frame within the scope of GDCs.

Vision

"To put in place a robust mechanism for developing and strengthening the research ecosystem within HEIs, aligned with the provisions of NEP-2020."

Mission

❖To create a conducive environment for enhanced research productivity.

❖To encourage collaboration across industry, government, community-based organizations, and agencies at the local, national, and international levels.

❖To facilitate greater access to research through mobilization of resources and funding.

Objectives

1. To create an organizational structure with role-based functions of RDC, formulate Research Policy for the HEIs, identify thrust areas of research, and form related cluster groups/frontline teams/consortia of researchers.

2. To create enabling provisions in Research Policies for recruitment of research personnel, procurement of equipment, and financial management with adequate autonomy to the Principal Investigator(s) and disseminate research outcomes to stakeholders and the public at large.

3. To establish a special purpose vehicle to promote researchers and innovators, identify potential collaborators from industry, research organizations, academic institutions & other stakeholders for cooperation and synergistic partnerships.

4. To act as a liaison between researchers & relevant research funding agencies, extend guidance in preparation & submission of project proposals and post-sanctioning of the grants to oversee adherence to timelines.

5. To have better coordination among other cells/centres dealing with University-Industry Inter Linkage, Incubation, Innovation and Entrepreneurship Development and Intellectual Property Rights (IPR).

6. To develop an Institutional Research Information System for sharing the status of ongoing/ completed research projects/programmes, expertise & resources, etc., making effective use of Information & Communication Technology (ICT) for preparing the database of in-house experts to provide industrial consultancy and services.

7. To engage & utilize the services of superannuated active faculty/scientists in research capacity building of talented young minds and promote mobility of researchers across institutions and R&D Labs.

8. To serve as nodal center for ideation and conceptualization of research topics/themes by organizing workshops and training programs and ensuring

the integrity and ethical practices in research activities including clearance of bioethical committee wherever required.

Organizational Structure & Functions

1. Governance

A Research Advisory Council (RAC) is to be constituted with the following composition to function as RDC.

i)   Principal as the CHAIRMAN
ii) A senior faculty (research experience is preferable but not compulsory) shall be nominated to act as CONVENER, &   Committees, with two to three nominated faculty members and student representatives, to function as
iii) Finance and Infrastructure Committee
iv) Research Program Policy Development Committee
v)   Collaborations and Community Committee
vi) Product Development Monitoring and Communication Committee
vii) IPR, Legal, & Ethical Matters Committee

The RAC shall look after all the research activities of the HEI with clear allocation of functions to respective committees and work as a Single-Window Operating System for effective functioning.

2. Administration

Planning, implementation, and monitoring of research activities in HEIs, formulating rules, regulations, and policy frameworks for utilization of facilities and resources at HEIs. The activities of RDC will be mentored and monitored by the above committees for devising research models, technology, appraisal, foresight & review functions, mediating sectoral R&D progress, and IPR protection. RDC should keep a close contact with the Ministry Innovation Cell to make use of various innovative plans for facilitating the researchers.

3. Research Ecosystem/Collaboration

Building a 'Research Ecosystem' which is sustainable and leading to consistent quality research outcomes and enhanced productivity does encourage the students and faculty to take up research-based activities. The HEIs that are relatively new or not so well established should develop a connection with RDCs of already well-known/established HEI. Facilitating all the networking requirements, funding opportunities, faculty/student exchange, academic & industry collaborations, MoU opportunities, conducting FDPs or provision of such opportunities etc., under a single window functioning system helps in bringing up the research prospective of the HEI, which is otherwise neglected due to existing guideless condition, or the hardships faced by individuals in the due course of taking up research and innovative activities.

4. Information Management System

To establish such an ecosystem as discussed above, a Research Information Management System (RIMS) is essential. RIMS shall maintain research-oriented information related to research databases, publications, research projects, fellowships, collaborations, patents, thrust research areas, innovations, conferences, workshops, publishing houses & publications etc. aligned with the institution's research policies. Also, it shall gather the information pertaining to subject experts, state-of-art research laboratories and sophisticated instrumentation facilities, digital libraries, intellectual property facilitation, quantitative methods, data analysis, analytical and consultancy services etc.,

Each HEI needs to create a blog or portal for Institutional Research Information and Institutional Repository and sign an MoU with UGC- INFLIBNET to access and upload the research information through Shodh Ganga, Shodh Gangotri, Shodh Sindhu, ShodhShuddhi, and Shodh Chakra.

5. Human Resources for Research and Innovation

Procurement of Human Resources by collaborating and inviting Visiting faculty, Superannuated faculty, Expert Alumni, Scientists, Industry Experts and Emeritus

Professors would fetch the HEI ecosystem an expert guidance and mentorship without much financial burden/no financial commitment.

6. Research Promotion

Promotion of research and innovation related activities by encouraging the staff and students by providing awareness of Research Thrust and Clustered Areas, Research Incentives and Recognition Opportunities like various Awards, providing Technology Development and Business Centered Facility to support the conceptualization of start-up ideas, pre-incubation, and guidance to establish start-ups and procure financial grants for such activities and scaling-up of the same.

7. Integrity and Ethics

Sensitizing of and ensuring the implementation of fair research practices like plagiarism check using standard software, fair publishing practices, ensuring that the research work gets published only in peer reviewed journals e.g., UGC-CARE listed journals.

8. Capacity Building

Building the capacity of faculty and students to undertake research problems in line with the latest advances in diverse disciplines to push the boundaries of knowledge through publications and contribute to technological developments relevant to societal needs. It would also pave the way for HEI to attract more research grants under norm-based funding, improve its accreditation ranking and enhance its brand image. Regular events such as refresher courses, workshops, training/internships, group discussions and seminars/conferences may be organized for capacity building. RDC would play a pivotal role in creating central R&D facilities with the provisioning of associated training/internship thereon.

9. Research Monitoring

The current policy environment in India encourages HEIs to be responsible and accountable for research development and innovation activities through the creation of infrastructure, generation of resources, promotion of business, and facilitation of policy framework to nurture the culture of quality research by adhering to ethical practices. Among the standard functions, the RDC in an HEI needs to monitor and oversee research progress, coordinate program, manage and facilitate optimizing resources, and timely review of research activities for completion of the projects as per schedule. HEIs need to formulate and adhere to specific quality benchmarks for research to meet the global/ international standards. The proposed RDC should conduct a quality review (SWOC Analysis) or internal evaluation of the research papers and suggest Scopus Indexed, Web of Science (WoS), or UGC-CARE recognized journals for appropriate publications. R&D Cell of HEIs must ensure that all the Research Labs in the institution fulfil the norms of Good Laboratory Practices (GLP) and Safety (Bio and Chemical) measures. Getting recognition as a QIP center would be an added advantage to the HEI.

Some important Research and Innovation based activities to be taken up by RDCs, their standard operating procedures, outcome, role of RDC, students, faculty, HEI/Principal are discussed in the table. Activities that are suggested to be implemented at the level of students must be monitored by concerned mentor/faculty & RDC, likewise, activities to be implemented at the level of faculty/HEI must be monitored and taken care of by RDC and Principal. Apart from the outcomes discussed, a better score in NAAC evaluation, NIRF, ISO certification etc., would result. Though the terms used in this document sound Sophisticated, the very nature of their functioning is as basic as gathering all the necessary information and disseminating it to the needy staff or students, encouraging them to apply/participate, follow up & maintaining records of the activities for uplifting of the research ecosystem in the college, which eventually help the institution in accomplishing the vision statement. Some web links are also provided to help in better understanding and adopting the activities

discussed. HEIs (GDCs) shall strive sincerely to implement the maximum, but not limited to, the activities discussed in the document. Although the roles of student/faculty/in-charges of the departments/Principal are suggested in the document, collective effort of all the stakeholders is required to implement the guidelines. Most important to note is that funding required for any activity may be met from internal resources or external grants.

Research Activities Suggested Under SOPs for RDCs

S#	Activity	Level of Implementation	Description	Possible Outcome
1	Student Study Projects (SSPs)	Student	Implementing Regular SSPs ensuring that every student undertakes at least one (1) SSP in all the core subjects with proper study report/ dissertation.	Experience in framing and testing hypotheses, skills in research methodology, understanding results as per research logic /conclusions, and writing research reports.
2	Internships	Student	Undergoing Internships at Recognized research institutes or R&D departments of various industries.	Fulfilment of program credits and simultaneous research upskilling in the latest industrial need.
3	Apprenticeships	Student/ Institute	Introducing Apprenticeship based programs or obtaining apprenticeship opportunities from R&D departments of various industries.	Increased admissions in the HEI. Assured placements and upskilling in the latest industrial need.

S#	Activity	Level of Implementation	Description	Possible Outcome
4	Inclusive activities	Student	Introduction of research learning platforms like CUBE, Chai & Why (references given below) and such outreach programs offered by prestigious research institutions to students.	Development of curiosity for research, Understanding of science concepts
5	Student Exchange Programs	Student	Exchange of students within GDCs nearby or with HEIs under collaboration for a short span.	Exposure to new research and academic environment and acquisition of new skills and academic contacts
6	Research Competitions	Student	Conduct of research competitions like Quiz, Article writing, Science Shows etc.,	Assessment of self-skills and interaction with other similar minded students and gets incentivized.
7	Trips to Research Centres	Student	Planning to visit science museums, research centres and interaction with scientists at the place of visit.	Introduction to the new horizons, & scope of research and a means of inspiration.
8	Academic writing	Student/ Faculty	Encouraging and ensuring that the students and staff do take up (or) Implementation of - Programs either offline in institute / online via MOOCs.	Skills in writing manuscripts such as articles, columns, chapters, books, dissertations, theses etc.,

S#	Activity	Level of Implementation	Description	Possible Outcome
9	Research Projects	Faculty	Encouraging & ensuring that maximum staff members do write for project grants (Minor/Major Research Projects) offered by various funding agencies like UGC, DST, DBT, CSIR, etc., This can be achieved with the help of RDC of the HEI.	1. Mobilization of research grants, 2. Improvement of research facilities and infrastructure. 3. Scope for high impact publications, 4. Opportunities for students to participate in sponsored research projects. 5. Scholarly recognition for the HEI.
10	Publishing Books/ Articles	Faculty	Encouraging the staff to publish their research work, manuscripts as original research articles/review articles/letters/correspondence in peer reviewed research journals that are listed in UGC-CARE.	Increase in 'h' index of the faculty/HEI, attaining National/International recognition.
11	Presentation of Research Work	Faculty/ Students	Presenting the research work of staff/students in various seminars/webinars of National/International level as Papers/Posters/Abstracts	Increase in 'h' index of the presenter or HEI, National/International recognition. Exposure to the concurrent scientific community and exploration of research domains and research opportunities.

S#	Activity	Level of Implementation	Description	Possible Outcome
12	Organizing National/International Seminars/Webinars	Faculty/ Institute	Applying for seminar grants & conduct of seminars/ webinars/ workshops at National & International level. (at least one on IPR).	National/International recognition. Institution-wise exposure to the concurrent scientific community and exploration of research domain and research opportunities.
13	Collaborations	Faculty/ Institute	Obtaining valid MoUs/Collaborations from various research organizations, R&D departments for specific periods particularly with research-goals.	Readily available platforms for research activities like student exchange, conduct of seminars, workshops, opportunities for students to undergo internship and flexibility for the introduction of apprenticeship-based skill embedded programs.
14	Patenting	Faculty/ Institute	Filing for grant of the patent for discoveries/inventions made by faculty/students of the HEI in the HEI.	Acquisition of commercially scalable patents for start-ups, industrialization of the patented concept. Recognition and revenue generation for the HEI

S#	Activity	Level of Implementation	Description	Possible Outcome
15	Central Instrumentation Facility (CIF)	Institute (Autonomous Colleges)	Establishment of CIF by pooling instruments from various departments in the HEI, which may be used by any department as a central facility with ensured maintenance and mandatory recording the usage in logbooks. Consumables required may be borne by the using department. Trained lab attendant(s) be assigned to look after the facility.	Universal access to research tools within the HEI and consultancy research/technical services can be offered.
16	Consultancy	Institute	Providing consultancy services either through CIF or department-wise for Public/ Private sectors by establishing a consultancy division; enlisting all the services the HEI can provide. Maintenance of records of such services, records on income generated and auditing.	Helpful in good peer perception and inclusivity. Revenue generation.

S#	Activity	Level of Implementation	Description	Possible Outcome
17	Outreach	Institute	Extension activities that target the Public.	Helpful in good peer perception, reputation and increase in admissions.
18	Open day	Institute	Keeping the institute open for the public visit for a day in a year	Helpful in good peer perception, reputation and increase in admissions.
19	Internal Funding	Institute (Autonomous HEIs)	Pooling/ maintaining a substantial research fund for the purpose of research by the aspirant faculty, preferably, those starting the research work.	Helpful to start research work by the beginners/ helpful for the pilot projects and Helpful in maintaining a continuous research ecosystem. Also, the experience acquired helps to get external research grants.
20	Use of Virtual Labs	Institution	Procurement and use of Virtual lab technology through purchase or open educational resources (OER) like that of MHRD, Govt. of India, for transferring experimental knowledge without sophisticated set up of actual laboratories.	Demonstration or hands on virtual experimentation of more expensive state of the art techniques without financial burden to the HEI.

8. Community Service Project & Internships

As per the orders of the Government, there shall be mandatory internship for all UG programmes for 10 months – 1st Internship (Community Service Project) after the end of 2nd semester examinations, 2nd Apprenticeship/ Internship / On the Job Training after the end of 4th semester examinations and the 3rd and final Apprenticeship / Internship / On the Job Training in 5th or 6th semester to ensure that the students develop hands on technical skills which will be of great help in facing the world of work along with developing social consciousness and compassionate commitment towards the neighborhood.

Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development. Community Service Project involves students in community development and service activities and applies the experience to personal and academic development. Community Service Project is meant to link the community with the college for mutual benefit. The community will be benefited with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and emerge as a socially responsible institution.

The following Standard Operating Procedure shall be followed for the implementation of Community Service Project (1st Internship) in all Government Degree Colleges in the state duly following the Guidelines given by APSCHE.

Standard Operating Procedure (SOP)for Community Service Project (1st Internship)

I Duration:

The Community Service Project shall be held after the completion of 2nd semester examinations, i.e., during intervening summer of 2nd semester and 3rd semester for the duration of 4 weeks (100 Hours). For the students who are admitted in first year for the academic year 2021-22, the Community Service Project can be

done anytime during III to VI semesters, including on weekends or holidays, completing the mandatory 4 weeks as per the additional APSCHE Guidelines.

II Schedule:

- Socio-Economic Survey of the Village/Habitation (One week)
- Community awareness campaign (One week)
- Main Project Implementation (One week)
- Project Report writing (One week)

III Implementation of the CSP:

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, to enable them to commute from their residence and return by evening or so.
- Each faculty member is to be assigned with a class/ section/ group of 10 to15 students depending upon availability of the faculty members. The faculty member will act as a faculty-mentor for the group and is in-charge for the learning activities of the students and for the comprehensive and continuous assessment of the students.
- All the Regular, Contract, Guest faulty shall be involved in CSP as faculty – mentor for a group of students.
- The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc., in an adopted village. Students shall be given the choice to take up CSP in the habitation or village or municipal ward of their own choice/convenience.
- The Community Service Project is a twofold one –
  - Firstly, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For example, a student of Arts will focus on socio-economic conditions, social survey and about the Government's social security schemes. A student of sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can

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even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers; rather, it could be another primary source of data.

- Secondly, the student/s could take up a project work related to their domain or subject area.

IV Role of the Teacher/Mentor:

a) The faculty mentor shall provide necessary orientation and training for the students on methodology for survey, preparation of questionnaire, maintenance of Logbook, Project report and writing etc.,

b) To assign a village/ habitation/ municipal ward to each student as per the choice of the student/convenience.

c)To guide the students in conducting socio economic Survey in the assigned village/ habitation/ municipal ward.

d)To guide the students to take up Community awareness campaign/special camps and to act as resource person when required.

e) To verify and countersign the Logbook of each student

f) To guide the students in implementation of the project and Project report.

g) To evaluate the project and award the grade based on the active participation of the student as per the assessment methodology

V Procedure:

1. Socio-Economic Survey of the Village/Habitation – logbook

A group of students under the guidance of faculty mentors conduct a Socioeconomic Survey of the Village/habitation. They will interact with people to acquire basic knowledge on the project chosen for study and conduct the survey using a structured questionnaire.

2. Community awareness campaign

The students group takes up community awareness campaigns based on the above survey conducted by identifying the problems or vulnerable issues. They may also conduct house to house campaigns on socially relevant theme. Ex:

Government welfare programs, health care, consumer protection, food adulteration, digital transactions, information sources, etc.

3. Project Implementation

A group of students choose a topic related to their subject area and conduct a Project which includes data collection, interviews, internship in any select unit or department.

4. Project Report

The student should submit a project report duly signed by the mentor.

VI Assessment Methodology:

- There will be only internal evaluation for CSP internship.
- The faculty member will act as a faculty-mentor for the group and is in-charge for the learning activities of the students and for the comprehensive and continuous assessment of the students.
- The assessment is to be conducted for 100 marks.
- 4 Credits to be allocated for Community Service Project within the Choice Based Credit System (CBCS).

Assessment Components:

S. No	Assessment Component	Max Marks
1	Project Log	20
2	Project Implementation	30
3	Project Report	25
4	Project Presentation	25
5	Total	100

VII Internal *Viva* committee:

An internal *Viva* shall be conducted by a committee constituted by the principal of the college. The committee shall consist of the following members.

1. Mentor/ faculty in-charge of CSP,
2. One faculty member from other departments within the same course combination,
3. One faculty member from Languages/ other courses.

9. Code of Professional Ethics – Roles & Responsibilities

The Government of Andhra Pradesh is committed to maintain standards in Higher Education and prescribed the Code of Professional Ethics for College Teachers, Principals, Physical Directors, and College Librarians through AP Special Service Rules, which emphasizes that whoever adopts teaching as a profession assumes the obligation to conduct himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient, and communicative by temperament and amiable in disposition.

Educational institution is a place where the future of the students is shaped and thereby the destiny of the nation is carved. Hence it has a special place in the society and needs special code of conduct. National Education Policy (NEP) 2020 states that to ensure positive learning environment, the role expectations of Principals and teachers will explicitly include developing a caring and inclusive culture at their institutions for effective learning and the benefit of all stakeholders.

Along with general conduct rules prescribed by the Government and UGC, the Principals, Lecturers, Physical Directors, and College Librarians working in Government Degree Colleges shall follow the code of conduct and perform the following duties and responsibilities.

I. General: (AP Civil Services Conduct Rules)

The employees working in the department of Collegiate Education are governed by A.P. Civil Service (conduct) rules of 1964 issued in G.O.Ms.No 468 G.A (ser .C.) dept dated 17-04-1964.

The salient features of the conduct rules are:

1. Every Govt. employee shall be devoted to his/her duty and shall maintain absolute integrity, discipline, impartiality, and sense of propriety. He/ she shall not join any organization or association, the objects of which are prejudicial to the state.

2. The Govt. employees shall not participate in any strike or similar activity and shall not participate in any demonstration, which is against the interest of the state.

3. The Govt. employees or his/her family members shall not accept gifts of any sort from anybody.

4. The Govt. employees shall not raise subscription or any other pecuniary assistance in pursuance of any objective whatsoever.

5. The Govt. employees or his/her family members shall not lend or borrow or deposit money or lend money to any person on interest.

6. The Govt. employees or his/her family members shall not acquire or dispose movable or immovable property exceeding the monetary limits prescribed by the Govt. except after previous intimation to the Govt.

7. The Govt. employees shall not engage directly or indirectly in any trade or business.

8. The Govt. employees shall not promote or manage companies in private capacity.

9. The Govt. employees shall not, except with previous sanction of Govt. negotiate or undertake any employment or work other than that of his official duties.

10. No Govt. employee who has a wife living shall contract another marriage without obtaining permission of the Govt. No female Govt. employees shall marry any person who has a wife living without obtaining the permission from the Govt.

11. No Govt. employee shall, while on duty, be under the influence of liquor or drugs, which render him incapable of discharging his/her duty. No employee shall appear in a public place in a state of intoxication.

12. No Govt. employee shall criticize the policy and action of the Govt. or any other State Govt. or central Govt.

13. No Govt. employee shall participate in politics or elections.

Any violation of conduct Rules attracts the provision of APCS (CCA) Rules, 1991 for initiation of disciplinary action against such employee.

II. Code of Conduct for the College Principal:

A College Principal is the hub around which the entire activity of the institution revolves. The motive forces of activities in a college campus apparently are students, academicians, and non-teaching staff members. The latent forces, which work on the principal, not felt by other, are the University, the Government, and the Public at large. The principals of the past also had to face several challenges posed by their own times. But the challenges faced by the present-day Principals are far greater in their magnitude and complexity.

In day-to-day functioning, a principal is expected to find solutions to many tricky situations. He/she is cast in a multipurpose role. As a teacher, as an administrator, he/she is expected to project a good image of his/her college. By his/her conduct and behavior, a principal is expected to be an example to others and provides inspiring leadership.

He/she is accountable to the CCE, the University, the Government, the Parents, and the Public and no less to faculty and students. A Principal is expected to be endowed with such attributes as tact, patience, understanding and be at the same time able to maintain strict discipline in the campus.

Principal should:

(a) Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, optimization of human resources and concern for environment and sustainability.

(b) Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the college.

(c) Act as steward of the College's assets in managing the resources responsibility, optimally, effectively, and efficiently for providing a conducive working and learning environment.

(d) Promote the collaborative, shared and consultative work culture in the college, paving way for innovative thinking and ideas.

(e) Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society.

(f) Adhere to a responsible pattern of conduct and demeanor expected of them by the community.

(g) Manage private affairs in a manner consistent with the dignity of the profession.

(h) Discourage and not indulge in plagiarism and other non-ethical behavior in teaching and research.

(i) Participate in extension, co-curricular and extra-curricular activities, including the community service.

(j) Refrain from allowing considerations of caste, creed, religion, race, gender, or sex in their professional endeavor.

(k) Conduct himself/herself in such a way that both the staff and the students look up to him/her for guidance.

(l) Be impartial, secular, dignified and punctual in discharging his duties.

(m) Be present in the college at least half-an-hour before the commencement of the college timings and leave the college after the day's work is over.

(n) Be a pace setter in dress, demeanor, attendance, punctuality etc.

(o) Handle the minimum number of classes prescribed in the rules and should endeavor to be an example as the first teacher in the college.

(p) The principal should be in constant touch with students and residents of the hostel (wherever hostel is attached) which will greatly solve the problem of indiscipline and discontent in the college and on the campus.

(q) The principal should be a true academic and administrative leader and assume full responsibility for discipline in the college.

(r) The principal should exhibit qualities of effective leadership in all academic and administrative activities of the college.

III. Duties and Responsibilities of the College Principal:

a. As an administrator, he/she is supposed to administer the College in such a manner that the stakeholders viz., students, academicians, non-teaching staff function promptly.

b. Should oversee the conduct of classes and other academic activities such as Curricular, Co-curricular and extra-curricular activities given by CCE and universities and implement academic innovations given by apex bodies from time to time.

c. To Implement Continuous Internal Assessment (CIA) as per the Standard Operating Procedure (SOP) issued by the CCE.

d. To take classes as per the teaching workload norms in vogue for college principals

e. To maintain the college website as per the SOP issued by the CCE

f. To prepare the Monthly Newsletters and upload them to the College Website and CCE website.

g. To organize the placement drives at college level in order to explore and promote better employment opportunities for students.

h. To mobilize resources for the development of the college through CSR/Alumni/ Philanthropic contributions.

i. Maintain records, files, note files of academic, administrative and financial activities.

j. Should make sure that each staff member handover the records of that particular academic year (ASAR with evidence, Lecturer wise

Academic Audit forms with evidences, Departmental NAAC records as per NAAC SOP) before the summer vacation

k. Should take measures to utilize the available resources in the college, Virtual Class, Digital Class, ELL, Library, Laboratories, Sports facilities etc.,

l. To take measures for improving college admissions (m) maintenance of stock registers and Stock verification in March/April every year

m. To maintain the Service Registers of all teaching and non-teaching staff

n. Should implement e –office and other digital initiatives such as biometric and TLP

o. To prepare Annual Confidential Reports (ACRs) of the teaching staff and non-teaching staff (Superintendents and Administrative Officers).

p. To maintain staff attendance and Movement registers.

q. To support for research.

r. To prepare the college for assessment and rankings.

s. To update the data from time to time.

t. To implement green initiatives and best practices

IV. Code of Conduct for Lecturers:

Lecturer should:

a. Respect the rights and dignity of the student in expressing his/her opinion.

b. Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social, and physical characteristics; Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs.

c. Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare.

d. Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;

e. Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason.

f. Pay attention to only the attainment of the student in the assessment of merit.

g. Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward.

h. Aid students to develop an understanding of our national heritage and national goals; and

i. Refrain from inciting students against other students, colleagues, or administration.

j. Treat other members of the profession in the same manner as they themselves wish to be treated.

k. Speak respectfully of other teachers and render assistance for professional betterment.

l. Refrain from making unsubstantiated allegations against colleagues to higher authorities; and

m. Refrain from allowing considerations of caste, creed, religion, race, or sex in their professional endeavor.

n. Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organizations for change of any such rule detrimental to the professional interest.

o. Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.

p. Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand.

q. Co-operate through their organizations in the formulation of policies of the other institutions and accept offices.

r. Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession.

s. Adhere to the terms of contract.

t. Give and expect due notice before a change of position takes place; and

u. Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view of their particular responsibility for completion of academic schedule.

v. Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution.

w. Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staff.

x. Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided.

y. Work to improve education in the community and strengthen the community's moral and intellectual life.

z. Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole.

aa. Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices.

bb. Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

V. Duties and Responsibilities of a Lecturer:

The Lecturer is the main pillar on which the system of Collegiate Education rests. Teaching is the most important function of the lecturer which should be undertaken with utmost dedication and sincerity. The duties and responsibilities of lecturers are detailed below.

a. The lecturer has the primary duty to disseminate the knowledge in his/ her subject to all the students.

b. At the beginning of the academic year, the lecturer in-charge of the department should distribute syllabus to the members of the department, by convening the meeting of all staff members in the department.

c. Taking into consideration the number of working days and periods available for each subject, the month-wise annual plan should be prepared for each lecturer in the department. Provision should be made for revision of the syllabus before the end of the academic year.

d. The lecturer should follow the month-wise annual plan and complete the syllabus allotted to him/her. In case of any dislocation in working days, either due to disturbances or due to his/her own absence in the college, the syllabus should be completed by taking extra classes.

e. The lecturer should inform the students regarding the schedule of coverage of the syllabus.

f. The lecturer-in-charge of the department should review the progress of coverage of syllabus at the end of every month and inform the Principal. If the schedule is not completed, he/she should discuss with the concerned lecturer and plan for the completion of the backlog in the succeeding month.

g. The lecturer concerned should also plan the seminars, tutorial and assignments and such other academic activities.

h. Along with the lecture method, the lecturer should also motivate the students and enliven the process of learning by adopting student centric methods.

i. To achieve the best results, it is necessary for the lecturer to give regular assignments to the students, preferably every fortnight.

j. The lecturer should compulsorily take the help of audio-visual methods of teaching by using overhead projector, slide projector, charts, etc.

k. He should also organize screening of educational films where-ever possible.

l. The lecturer should maintain the teaching diary in the given proforma. This should be submitted to the Principal, through In-charge of the department every month.

m. The lecturer should maintain a synopsis of each lesson prepared by him/her. As far as possible, a copy of the synopsis should be provided to the students. The record of synopsis maintained by the lecturer will be checked by the Principal every month.

n. The lecturer should conduct periodic tests in the subject and motivate the slow learners to bring them on par with other students in the class. A record of internal tests should be maintained in the department. Incentives in the form of prizes may be provided to those who get higher ranks. The progress of the students should be submitted to the Principal through in-charge lecturer, so that a consolidated progress report can be sent to the parents.

o. Remedial coaching should be arranged for academically backward students, outside the college hours.

p. The lecturer should participate in Students Counselling/mentoring Programmes organized by the Principal. He/she should give necessary counselling to 20 to 30 students allotted to him/her. As a Counsellor, the lecturer should act as a liaison between college administration and his wards. He/she should enlighten the wards about the facilities available in library, games etc., and orient them to the traditions, rules, and regulations of the college.

q. The lecturer working in Science subjects should see that practical classes are conducted immediately after the theory class of a particular topic is completed. There should be a perfect coordination of theory and practical

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classes. In practical classes, the lecturer should bestow personal attention on every student and verify his/her work. The practical class should be continued till the end of the specified period.

r. The lecturer should co-operate and participate in all co-curricular and extra-curricular activities in the college.

s. He/she should accept the membership of the Committee to which he / she is nominated by the Principal and discharge the duties with commitment.

t. The lecturer should attend to all examination duties without fail.

u. The lecturer should assist the Principal in the maintenance of the discipline in the college.

v. He/she should remain in the college premises during the college working hours and even beyond the working hours, if required.

w. The lecturer should also conduct seminars, expert talks, commemoration days, etc., involving local experts, and the users for the benefit of the students and community. The lecturer of the subject concerned can act as moderator.

x. The lecturers should attend to any duty assigned to him/her by the Principal or any other higher authority.

y. As per the orders of the Government and the concerned University from time to time, the lecturers have to adhere to the workload prescribed.

z. The lecturer is accountable to the Principal of the College.

aa. The lecturers shall attend the college during the working hours on all working days. The staff is required to sign in the Attendance Register as soon as they come to college. For every three late attendances, one casual leave will be forfeited.

bb. One-hour permission can be given to the staff to attend office / to leave office with valid reasons, occasionally and it is purely at the discretion of the Principal / Administrative Officer. Similarly, members of staff should not leave college during working hours without prior permission, save for valid reasons as in the case of late attendance. The period of absence in this case also should not exceed one hour. The members of the staff

should obtain specific written permission for leaving the college and such permissions shall be recorded in a register (Movement Register).

cc. Lecturer shall maintain personal and departmental records for NAAC, Academic Audit, ASAR and update all the records monthly and submit to the Principal for verification.

dd. Lecturer shall make use of active blended learning pedagogical approach in order to make learning more experiential and activity based.

VI. Code of Conduct for College Physical Director & College Librarian:

a. Adhere to a responsible pattern of conduct and demeanor expected of them by the community.

b. Manage their private affairs in a manner consistent with the dignity of the profession.

c. Discourage and not indulge in plagiarism and other non-ethical behavior in teaching and research.

d. Participate in extension, co-curricular and extra-curricular activities, including community service.

e. Refrain from allowing considerations of caste, creed, religion, race, gender, or sex in their professional endeavor.

VII. Duties and Responsibilities of a College Physical Director

a. Ensures the regular functioning of the department by organizing games and sports in college.

b. Organize the practice of all games available in the college in consultation with the games committee of the college and the Principal.

c. As the convener of the Games and Sports committee of the college and organizes the meetings of the games committee at the beginning of every year to plan the Physical Education Programmes for the year (Semester-wise), which is to be reviewed every month.

d. To provide coaching to the students, with the correct techniques of various games and sports. Top players shall be encouraged to participate in District Level and University Level events.

e. To plan and invite experts in various games and sports to enable the students to learn correct techniques of various games.

f. To prepare the lists of games material, to be purchased every year, keeping in view the stocks available in the college and stocks required for the current year. The lists are to be placed before the games committee for approval.

g. To prepare the annual budget requirements for games and sports events and equipment.

h. To conduct coaching camps in the college to train students in various games and sports.

i. To inculcate general discipline among the players in particular and students of the college in general.

j. To encourage the students to develop sportsman spirit.

k. For making purchases of games and sports material the Physical Director should follow the purchase procedures prescribed by the Government from time to time. He should verify the samples before placing the orders, for the supply of material.

l. The Physical Director should follow the prescribed procedures while fixing the conveyance charges, training allowances, refreshments to the students taking part in games and sports competitions conducted outside the college.

m. The Physical Director, being in-charge of the department, should maintain all records pertaining to the stocks, purchases, and accounts of the department.   The stock registers of consumable and non-consumable material should be maintained separately, and the stock registers should be submitted to the Principal for verification once in every term.

n. Should help the annual stock verification of department of Physical Education conducted by the Committee appointed for the purpose by the Principal.

o. Physical Director should conduct annual games and sports of the college as per the Annual Institutional Plan.

p. The Physical Director is accountable to the Principal of the College.

q. While sending the teams to participate in tournaments, the Physical Director has to take care of the following.

- The well-trained teams will be sent to participate in the Inter-College tournaments.
- The participating teams / players should be provided proper uniforms, playing material (sports kit), refreshment amount and conveyance charges.
- The teams are instructed to maintain dignity, decency, and decorum, at the venue of the tournaments.
- They should participate with a "will to win", respecting the rules and regulations.

r. To improve General Knowledge on Sports and Games a Sports Quiz may be conducted in the college and prizes will be awarded at the Annual Day Function.

s. Sports Persons of high caliber shall be invited for Sports Day functions to inspire the students.

(v) Annual stock verification report, submission of all records, and accounts of that particular academic year shall be submitted to the principal before the summer vacation

VIII. Duties and Responsibilities of a College Librarian

a. The Librarian is the convener of the college Library Committee nominated by the Principal of the college.

b. He is responsible for properly administering the library grants in consultation with the Library Committee. The Committee shall allot funds to the various subject departments of the college.

c. The Librarian will ensure that an amount not exceeding 20% of the grant is normally utilized for purchase of reference books.

d. The Librarian will take necessary steps for the purchase of books as per the orders of the Principal. Books can be purchased directly from the publishers and their sole distributors by taking usual discount or the books can be purchased from reputed and outstanding firms in the book trade after calling for quotations for terms of supply and the discount they offer.

e. The Librarian shall maintain an Accession Register.

f. The Librarian shall adopt the scientific system of classification and cataloguing of books in the Library and library itself shall be fully automated.

g. The Librarian shall maintain a catalogue of the books available in the library.

h. The library fee collected under special fee funds can be utilized for the purpose, with the prior approval of the Commissioner/Director of Collegiate Education.

i. The Librarian shall frame the rules (Library Policy) and get the approval of the Principal regarding the issue of books, time limit for return of books and number of books to be issued to the students and the staff.

j. The Librarian should fully co-operate with the annual stock verification committee appointed by the Principal.

k. As per the report of the annual stock verification committee, the Librarian should prepare the list of books lost and books damaged after annual stock verification and submit the same for condemnation to the Principal, who will take appropriate action as per existing rules/waste management policy.

l. The Librarian is responsible for maintaining all records pertaining to the library like records relating to catalogues, accession registers issue registers, stock registers, etc.

m. The Librarian should see that the annual stock verification of books in the library is done before the end of each academic year (Before summer vacation). For the purpose of the stock verification, it should

be seen that all staff and students return all the books borrowed by them to the library before the stock verification commences.

n. Fine for late return of copies, cost of book for loss to be decided and collected by the Librarian as per the Library Policy of the College.

o. Librarian shall prepare the List of journals and newspapers subscribed for library (including e-books, e- journals etc.,).

p. Disposal of old magazines is to be done by the Librarian in accordance with the existing rules Library Policy of the College.

q. The Librarian is accountable to the Principal of the college.

r. The library shall be kept open at least one hour before and one hour after the regular College timings for the benefit of students.

s. Librarian shall take initiative to digitalize the library

t. Librarian should encourage the students to make use of digital resources such as NLIST, INFLIBNET, e-shodhsindhu, e-shodhganga etc.,

10. Measures to improve Overall Results

The Department of Collegiate Education, AP endeavors to provide necessary assistance to students who are pursuing their UG Programmes in GDCs, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression / vertical movement of students from one level of education to the next higher level or towards gainful employment or support to become an entrepreneur. The department of Collegiate Education strives to provide a stimulating learning environment through quality education. In order to make the students future ready, the department oversees the spectrum of activities such as introduction of Market Oriented Courses, Vocational Skill Based programs, Apprenticeship based degree programs and employability / job-oriented training through JKCs.

The Department of Collegiate Education aims at delivering high-quality higher education, with equity and inclusion to create well-rounded and innovative individuals. The guiding principles of the National Education Policy (NEP), 2020, inter-alia, include (i) recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres, (ii) flexibility, so that each learner can choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.

In view of the above, it is the need of the hour to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression to higher education and gainful employment. In order to facilitate the optimal progression for students, it is proposed to conduct online Add-on/ Certificate courses, online coaching for PGCET, Life Skill Courses, Skill Development Courses, Remedial Coaching for slow learners, JKC training, Cisco training, Microsoft Upskilling training, Faculty Development Programmes, Online lectures by the Students once in a month, College level R&D Cell activities, Sports activities etc., during the Seventh (7th)

hour of the regular day-wise timetable of the colleges throughout the state by following the Standard Operating Procedure (SOP) given below.

1. Adjustments in the Timetable of the College:

Regular timetable of a college consists of 6 periods (Each period for 1 hour) of classroom teaching from 10.00 am to 5.00pm with one-hour lunch break from 1.00 pm to 2.00 pm. The duration of each period shall be reduced from one hour (60 minutes) to 50 Minutes to accommodate the 7th hour in the college timetable from 4.00pm to 5.00pm which shall be utilized for taking up various activities such as Certificate Courses, Skill Development Courses, JKC training, coaching for PGCET/Competitive Exams, R&D Cell Activities online talks by students (once in a month), sports activities etc.,

2. Proposed activities during the Seventh hour:

a. Remedial Coaching for slow learners:

The slow learners have to be identified through classroom interaction, and Continuous Assessment. They are guided with special inputs with a focus on their gaps they have developed during the formative stages. They are advised and involved in various activities to develop the knowledge and skills related to the courses.

A Separate register must be maintained showing the specially designed activities and lesson plan along with the pre, while post marks during the remedial coaching process to record the progress.

b. Bridge Courses:

For better comprehension and developing interest in the subject, a bridge course must be framed for the new entrants during the first semester of their program. It will bridge the gaps in learning, provide adequate time for the transition and help them to equip with the knowledge and confidence needed before the commencement of courses for the first-year degree programmes.

The Course shall consist of 10-12 hours of interactive sessions and internal/baseline tests designed by the respective departments. The faculty concerned should also conduct pre and post Bridge Course tests to assess the improvement of the students. The curriculum that is designed for this course should prepare the students for the next course duly bridging the gap in the related subjects.

c. Online Add on/certificate courses

The Choice Based Credit System (CBCS), designed in line with the National Education Policy (NEP: 2020), offers more flexibility to the student in choosing intra-disciplinary and interdisciplinary avenues of learning beyond the core subjects for holistic development of an individual.

The Higher Educational Institution (HEI), Government Degree College (GDC) in the present case, is also expected to have provision for added courses and activities which may not be directly linked with one's discipline of study but contribute to sensitizing students to cross-cutting issues for curriculum enrichment.

Hence, it is imperative for all HEIs to offer 'Add-on Courses' or 'Certificate Courses' of short duration (STCs: Short Term Courses) that are not mandatory for acquiring a degree but are aimed at giving supplementary enrichment to students in his/her core subject or interdisciplinary topics or multi-disciplinary issues cutting across the streams (BA/BCom/BSc).

d. JKC training:

● Department is imparting employable skills through Jawahar Knowledge Centers (JKC) established in 132 Government Degree Colleges. Enhancing Skills through JKC in collaboration with CISCO, TCS-iON, IIT Bombay Spoken Tutorial, IBM P-Tech Programme etc.,

● The short-term courses such as CISCO Eduskills programme in enhancing Networking skills, TCS ioN Career Edge programme (Life Skills), IBM P-Tech NASSCOM Foundation and IBM (Intro to 21st century Skills), Microsoft

Upskilling Programme by Govt. of AP, MASSCOM-MINDMAP training programme for 2020-21 pass-outs and 2021-22 Final year students have to be conducted for the interested students for the improvement of the technical and employable skills of the students.

e. Online Coaching for PGCET:

Students, after final semester-end examinations are having a very short span of time i.e., not more than 30 days, for preparation for post-Graduation common entrance tests, even the lecturer finds it difficult to help students as he/she has to get involved in post-exam activities like valuation. As every post-Graduation course requires the student to pass through a Common Entrance Test, coaching for PG Common Entrance Test/I-CET in all subjects by respective faculty will not only help the student in getting a good rank but also in getting absorbed into best Universities of the country including Central Universities which paves for a better future of the student.

As many of the colleges in rural and agency areas are having single-lecturer posts and few colleges have no lecturers in certain subjects, it is proposed to conduct an Online Coaching through Google Meet / Cisco Webex with lecturers who have come forward voluntarily to train students in objective / MCQ-based qualifying tests.

There shall be a minimum 100 hours of coaching in each subject in the final semester of the U.G programme. Out of these minimum 100 hour of coaching, 80 hours shall be conducted during the final year of the U.G programme and the remaining minimum 20 hours of the coaching shall be conducted during the intervening period after the completion of end semester examination and the PG CET examination.

f. Coaching for Competitive Exams:

In order to help the students to get complete support in terms of guidance, preparation for competitive exams such as civil services, banking, railways, police etc., colleges shall also plan for providing coaching for competitive exams.

The colleges must prepare different modules which are useful for all types of competitive examinations and train the students. The coaching for competitive exams may also be conducted through online with lecturers who have come forward voluntarily to train students in objective / MCQ-based qualifying tests.

g. Online Courses / Activities for Advanced Learners:

After identifying the advanced learners through classroom interaction and assessment they can be grouped with slow learners to guide them through peer teaching and for peer learning.   These students can be involved in conducting R&D activities like case studies, surveys, projects, panel discussion, thesis writing, interactive power points, peer teaching capsules to other colleges like students' guest lectures, seminar talks etc.,

h. Online Faculty Development Programmes:

With an objective to empower faculty on latest knowledge in the field, the college shall plan for subject specific and multi-disciplinary online Faculty Development Programmes by inviting eminent Resource persons across the globe in all subjects. Training to faculty should also focus on general aspects like Online education tools, Video content preparation, pedagogy techniques to prepare e-content.

i. Student talks / Projects:

The GDCs in the state shall also take interest in conducting seminars talks / project presentations among the students to convey their own ideas on a specific theme or share their project findings to the peers and teachers. It has to be conducted at least once in a month at college level or through online to reach out to students in other GDCs.

11. Establishment of Inclusive Centers

According to the directions of the Higher Education (MC) Department, Government of Andhra Pradesh, the APCCE wanted to establish 'Anti-Human Trafficking Clubs' at College level. Basing on this, CCE conducted meetings with Executive Director of 'Red Rope' along with the principals on the establishment of Anti-Human Trafficking Clubs at College level. The meeting outcome is to establish Anti-Human Trafficking Club as part of Inclusive Centre, in all the Government and Aided Colleges. This Inclusive Centre (Multi-Faceted Club) has Legal Club, Anti-Human Trafficking Club, Human Relation Club, Counselling Club, Entrepreneurial Club as sub centers. The importance of Launching Inclusive Centre is to provide knowledge on different social, legal, economic, aspects essential for students to lead a morally effective life. Believing in the strength and effective wonders preventive conversations and initiatives could ripple, these Inclusive Centers are proposed to start at all Government and Aided Colleges with the following guidelines.

Formation of Inclusive Centre:

Vision: To empower students i.e., the youth with all the influencing factors enabling them to become individually responsible citizens.

Mission: To equip, engage and empower student communities with relevant tools and resources to function as strong independent responsible individuals.

i. Subcenters (Clubs) under the Inclusive Centre are

1. Legal Club
2. Anti-Human Trafficking Club
3. Human Relations Club
4. Counselling Club
5. Entrepreneurial Club

The Inclusive Centre functions by constituting committees at college level. District level and at State level with given panel members.

ii. Constitution of State Level Committee:

1. Commissioner of Collegiate Education
2. Academic Guidance Officer, O/o CCE
3. Executive Director, Red Rope Movement,
4. Academic Officer, I/C of Inclusive Centre
5. Members from Legal & Women Protection Cells

iii. Constitution of District Committee

1. ID College Principal – Convener
2. District Legal Service Authority (DSLA)-Member Secretary- Member
3. Anti-Human Trafficking Unit-Superintendent of Police (SP) – Member
4. All College Principals – Members
6. Academic Officer, I/C of Concerned Districts - Member

iv. Constitution of College Committee

1. College Principal – Convener
2. Teaching Staff- 5Members (Identified Lecturers (counsellors) -3, Supported Lecturers-2)
3. Non-Teaching Staff -2 Members
4. Police Officer from AHTU -SI/CI – Member
5. NGO Partner – Member
6. Mandal Committee member of District Legal Service Authority (DSLA) - Member
7. Student Champions (representatives from each year UG&PG, Men-1, Women-1 from the 1st year and likewise)

v. Committee Roles and Responsibilities of the College:

1. The Designated College Committee members are responsible for designing the plan of action at the start of the semester.
2. The Committee members should encourage addition of students or staff as Volunteers.
3. The Committee members should conduct at least 1 activity per month.

4. The Committee members are responsible to ensure the activities proposed are implemented.

5. The Committee members should have either online or offline discussions once in every two months on the improvements and effective implementations.

6. Prepare report at the end of the semester and submit to the state committee.

vi. Activities:

Each Club's activities are suggested as following

1. Brainstorming & Discussion Forums
2. Panel Discussions
3. Talent Show-Essay Writing, Elocution, Debates, Poster presentations
4. College Fest and Inter College Fest
5. Exhibitions
6. Film/Documentary shows

All the Clubs work accordingly through their respective subject.

vii. Legal Club:

- Fundamental Rights &Duties of Indian citizen
- Duties of Indian Citizen
- Contextual legal literacy
- How to lodge a complaint POCSO/POSH ACT
- The immoral Trafficking (Prevention) Act
- SC/ST Atrocities Act
- Marriage/Dowry system
- Anti-Human Trafficking Club:
- Self Defense
- Volunteer at Shelter
- Internship @ Child Line/Anti-Human Trafficking Organization
- Encourage drop out students into mainstream Education

viii. Human Relations Club:

- Extempore on relationships
- Safety Network

- Relationships Online Vs Offline
- Importance of mentor and coach

ix. Counselling Club:

- Health Management-Diet Habits/PCOD
- Psychological/Mental Wellbeing
- Anxiety Management
- Handling Stress
- Addictions Vs Hobbies
- Dialogues around Suicide
- Peer Pressure
- True independent being
- Social Media Management

x. Entrepreneurial Club:

- Personality Development
- Startup Media
- Job Mela
- Workshop on Start Ups
- Managing Finances
- Time Management
- Career Guidance
- Goal Setting
- Communication Skills
- Interpersonal skills
- Intrapersonal Skills
- Confidence-Esteem
- Planning Organizing and prioritization

xi. Network- Net worth

Each Inclusive Centre should work in coordination with district level & state level committees. Red Rope Movement, NGO partner offers to organize training on Basics of Counselling to the identified 3 teaching representatives from each college across the state at free of cost. The trained Lectures should offer primary counselling to the students in stress and facing issues in relationships, parental acceptance, discrimination, low self -esteem etc.

VIII. COLLEGE PLANNING & DEVELOPMENT ACTIVITIES

- Plan of Action for every Academic Year

- Maintenance of Buildings and Premises

- Ensuring Facilities & Amenities for the Students and the Staff

- Mobilization of Local Resources

VIII. College Planning & Development Activities

1. Plan of Action for Every Academic Year

We are starting the current 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, let us 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.

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. Principals are expected to carry forward the job well on their 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 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. All stakeholders shall 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. JKCs have emerged as broad-based Career Guidance Centers (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.

It is possible to condense the teaching periods from 60 min to 50 min and extend the timetable to a daily "7th hour". This provides scope and flexibility to train students for Skill Enhancement Activities and any other extra-curricular activities that could not be placed in the timetable.

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, which must be averted.

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. Attention is invited 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.

It is reiterated 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.

NRCs to function effectively:

NRCs are established in 16 colleges of all districts, interconnecting all Government Colleges. The resources and expertise in the NRC are pooled and shared for the benefit of the students and staff. NRC 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 NRC 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. More GDCs may be accredited with "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. The VCs have to be regularly utilized to share the expertise of our teachers to other institutions which lack such staff. NRCs 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 paly 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.

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 documents 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.

2. Maintenance of Buildings and Premises

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 the difficulties we face procuring 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 environments 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.

3. Ensuring facilities and amenities for the students and the staff

For the holistic development of the students and staff of GDCs the CCE focusses on the development of the facilities and amenities at all GDCs by utilizing the infrastructural grants for college development viz. RUSA, CPDC. Well-equipped classrooms with Internet facilities, Virtual Classrooms, Digital Classrooms are established at various GDCs.

Common Waiting Rooms for women students are provided under the management of Women Empowerment Cells. Adequate facilities are being provided for the extra- and co-curricular activities for the overall development of students and faculty members. Library facilities Language Labs, Seminar Halls, Sports and Games facilities, Safe Drinking Water Facilities, are some of the focused facilities/amenities that are being provided from the available funds/local resources. The following facilities are provided by utilizing the RUSA funds:

S. No.	Name of the facility	No. of classrooms/ colleges	Beneficiary colleges	
			GDCs	PACs
1	Virtual Classrooms	210	60	33
2	Digital Classrooms	260	73	33
3	Green Campus Solution - Solar panels of 6kv/10kv/ 20kv	55	51	4
4	Biometric Attendance – for Students and Faculty	343 Machines	56	0
5	Learning Management System	All GDCs	166	57
6	AP Fibernet – 10 Mbps ILL & 100 Mbps broadband	56	56	0
7	RUSA Computer Lab with 30 Systems, UPS, Laptop, whiteboard, etc	53	20	33
8	RUSA Scientific Lab – as per requirement of the college	37	7	30
9	E-Campus Management	39	7	32

Naadu-Nedu scheme aims at up gradation of existing buildings and facilities to strengthen the existing Govt. Degree Colleges there by fulfilling the cardinal principles of Higher Education- Access, Equity and Quality. Under Naadu-Nedu

programme, there are basically 9 components planned for schools, but as Degree colleges fall under tertiary education few other components were also included for consideration. The following are the Components and district wise proposal submitted:

- Toilet Blocks
- Drinking water
- Furniture
- Electrification
- Major & Minor Works
- Painting
- English Language Labs
- Lab Equipment
- Smart Boards
- Compound Wall and
- Landscaping
- Department of Collegiate Education submitted proposal for sanction of funds for upgradation of infrastructure facilities in GDCs under Nadu-Nedu.

4. Mobilization of Resources

To strengthen the quality of Government Degree Colleges, CCE has been encouraging the mobilization of funds by GDCs, particularly through internal income generating activities of CPDC, CSR & Alumni associations. Under the aegis of CCE, many Principals and staff have approached the Industrialists/philanthropists in the vicinity of respective colleges and mobilized funds under CSR. Alumni associations have been registered; meetings are being conducted to identify the need for donations.

Foundation stone for new hostel building donated by Crane Group worth Rs.1.00 crore at Government Degree College (W), Guntur

Foundation stone for Library building donated by KIA Group worth Rs.70.00 Lakhs at GDC, Penugonda

The funds generated for development activities/augmentation of facilities like

- Drinking Water (RO) facility,
- Construction of Toilets,
- Construction of Libraries,
- Purchase of physical books & digital infrastructure for libraries/colleges,
- Purchase of laboratory equipment, Provision of free ships, rewards, meritorious awards to students, etc.,

IX. APCCE VISION - 2047

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Sl. No.	Concept / Proposal	Detailed Description:	Steps to be taken:	Specific Timeline
1	**Catering to the First-Generation Learners** **a) through establishment of colleges in remote and tribal areas and** **b) encouragement through relevant Bridge Courses with credits**	Most of the Government Degree Colleges are established to cater to the academic needs of the rural students who are mostly the first-generation learners. These students come from economically lower backgrounds, and they need special training in Life Skills, Communication Skills and Soft Skills which include Behavioral aspects. They also need Bridge Courses which focus on skill development for current-day market needs. Though some of our institutions are implementing Bridge Courses, the students are not given any credits for attending them. Outreach Programmes for First generation and Women students are to be conducted.	a) These Bridge Courses, as suggested in the Vision document, will be made mandatory for first year students with 'one credit' to motivate them for regular attendance and interest in the course. b) Vidyanjali Scheme to be implemented	2023 onwards in Autonomous Colleges 2025 onwards in Affiliated Colleges
2	**Need Based Certificate Courses for Micro Credentialing (Life Skills, Value Education, Law, Health, Agriculture, Panchakarma, Ayurveda, Jyothish, Research methodology, Plagiarism, Research Ethics)**	As NEP is laying its emphasis on multidisciplinary courses and programmes, the HEIs in the State will be asked to conduct surveys for the market needs of their areas and start Certificate Courses which will focus on employability skills to be used in various industries.	For this MoUs will be created between Government and Non-Government Organizations of National and International repute. The syllabi will be prepared with the help of Employing Organisations and universities offering such certificate courses and teachers will be trained as per the latest student-centered methods.	2023 2024 onwards

3	**Multidisciplinary Programmes (Humanities, Social Sciences, Teacher Education, Arts, Global Citizenship Education, Law, Health, Agriculture, Skill based Programmes)**	NEP prescribes to introduce more Multidisciplinary programmes to strengthen the academic quality of the institutions for expansion and better employability. Apart from the traditional programmes more futuristic programmes that connect various disciplines for a collaborative expansion will be planned and implemented across the HEIs in a phased manner.	1. Identification and Designing of Multi-disciplinary Programmes 2. Implementation in Autonomous Colleges 3. Extending the Programmes to Other Colleges	2023 2024 2028
4	**Accreditation of All Government Degree Colleges by NAAC in the Revised Accreditation Framework**	Accreditation is the most important aspect for deciding the quality of an institution. The department has been monitoring the accreditation aspect very closely by conducting reviews and visits for specialised monitoring and guidance. As this is a continuous process for promoting quality, the department is giving a special thrust. The newly established colleges and the colleges that got their grade expired are being monitored for Provisional Accreditation before they get equipped with all the necessary resources and the accredited colleges are monitored for next cycles of accreditation with better grades.	1. The autonomous colleges which completed accreditation and which need accreditation will be continuously monitored for better ranking and extension of autonomy 2. The affiliated colleges that completed accreditation with a better grade will be encouraged for obtaining autonomous status 3. The remaining affiliated colleges will be monitored for completion of the accreditation process. 4. The new colleges which need development will be guided to get ready for 'Provisional Accreditation' by NAAC. 5. Train the Trainer Programme for IQAC Coordinators	2022 – 2022 – 2022 – 2022 – 2022 –

| 5 | **Strengthening Autonomous Institutions** | Of the 166 Government Colleges 14 are autonomous. Some of these colleges were listed in NIRF Rankings. These colleges are continuously monitored to achieve better grades during the Assessment and Accreditation by NAAC.

Along with these, we have identified a set of colleges which have the potential for autonomy, and we are guiding and encouraging them to get autonomous status. | 1. We are also planning to streamline the procedures of autonomous colleges by developing a consortium on the basis of the parameters of NAAC and NEP.
2. In a decade we want to see at least 50 more colleges as autonomous colleges.
3. Collaboration with industries for globally competitive resources
4. Potential Autonomous Institutions can offer supernumerary seats to admit foreign students | 2022 –

2022 – 2032

2022

2022 |
| 6 | **Developing Powerful Monitoring Mechanism** | As the Government Colleges are located in different interior pockets of the State to monitor the academic and administrative issues from close quarters we are planning for transparent decentralization.

We are planning for a blended approach to monitor the institutions:
a) virtual reviews on certain quality parameters and

b) on site visits for personal inspection and guidance. | 1. The Regional Joint Directors of Collegiate Education (RJDCE) will visit the colleges in the districts and will guide the Principals regarding administrative aspects and reforms.
2. The grievance Redressal of the district colleges will be taken up through the RJDCEs.
3. The Identified College Principals, located in the district head quarters, will monitor the academic aspects of the colleges in the districts. | |

			4. The Commissioner through periodical reviews will monitor the RJDCEs and the Identified College Principals. 5. Administrative - Academic Audit teams as planned by Academic Cell will visit and review performance as per the guidelines of NAAC assessment.	
7	**Thrust for Digital Learning / Digital Colleges**	As the future of the world and its economic growth is linked with Digitalization, there is a great need to bring in blended learning and give a thrust to Digital form of learning.	1. The previous mode of distance education can be converted into online mode and some select autonomous colleges in the state with state-of- the-art facilities can be encouraged to develop digital mode of learning and offer need-based certificate courses in the digital mode in the first phase. 2. The same can be implemented to offer regular programmes on the digital platform through synchronous and asynchronous modes. 3. Other affiliated colleges with a better potential will be encouraged to implement the programme.	2023 2025 2028

8	**Digital Education Ecosystem**	In the changing educational scenario and the current pandemic situation against the backdrop of the proliferation of technology, there is a need for transformation of the educational ecosystem. Keeping this in view we are planning to bring in a Digital Ecosystem in the delivery of academics and administration in the HEIs of the State.	This can be achieved through development of resources in all the colleges in a phased manner. This requires a) development of IT infrastructure like tools and platforms b) funding aspects for installation c) accessibility and use of digital resources d) collaboration and networking e) professional development of teachers for effective use and delivery f) training of administrative staff for e - office g) monitoring mechanism for effective use and continuity	2023-25 2026 2025 2026 2027-32
9	**Integration / Institutional Partnerships for Skilling**	Development of Quality Skilling is possible only through quality development and integration and partnerships with external agencies. The teacher profile of the Institutions should be high in quality with a greater potential for research. Through skill based short term courses, knowledge and infrastructural partnerships, in collaboration with high performing public / private institutions the skilling	1. The Department will identify the institutions and will map them with potential Industries through MoUs for Internships and On Job Trainings (OJTs) 2. An SoP is prepared for taking up Internships and OJTs 3. Institutions will be encouraged and monitored. 4. Alumni for engagement with industry / endowment/	2022 -2023 2022 2023 -

		component can be enriched. These partnerships can be extended for sharing infrastructure, and Industry - academia integration. Industry experts on BoS Boards to design guidelines for Internships / apprenticeship.	internship / entrepreneurship / placements	
10	**Research, Incubations and Innovation**	To be in the top position in the Global Innovation Index, the HEIs should promote the Research temper among the staff and the students. Hence the Department wants to focus on developing an Innovative vision for new startups and commercial growth should be encouraged through the utilisation of Resources available on the campus.	1. The Department explores the possibility for creation of technologies and products 2. By forming cluster colleges, the Department wants to promote research, incubation and innovation. 3. Ideas for startups based on local needs will be generated through motivational interactions in the colleges. 4. Industry Academia interactions will be developed to turn the startup ideas into a reality. 5. Patenting of Indigenous Knowledge Systems	2022 2023 2023 2023 - 2032

| 11 | **Campus Studios for High Quality Digital Content** | As the 21st century with all its innovations and challenges opened ways for digital learning, we are focusing on production of quality digital content at the institutional level by constructing digital studios.

The Digital content can be used for on-line teaching, blended learning and distance education programmes.

The teachers need to be trained in producing the content on the parameters of Bloom's taxonomy and a proper technological platform should be created for sharing the content across the partnered stakeholders.

Certificate courses in locally employable needs can also be designed and offered and the content can be disseminated among the students using the studio. | The programme will be taken up in —- stages:
1. Construction of Digital Studios in autonomous / identified colleges
2. Training of Teachers for production of Quality e-content.
3. Production of e-content
4. Launching the e-content on technical platforms
5. Design and dissemination of Certificate Courses and dissemination through the studio for rural women students and Divyangans | 2022 - 2025

2025

2025-

2026

2026 - |
| 12 | **Strengthening 21st Century Teaching and Learning** | As 21st century teaching and learning aims at the development of Critical Thinking Skills, Creative and Lateral Thinking and Leadership Qualities which include Communication Skills, Negotiation and Behavioral Skills, emphasis on these aspects must be given while designing curriculum.

Displacing the rote learning, lessons in problem based, task based, problem oriented and case-based curriculum should | 1. Designing of content in the student-centered way
2. Retraining of teachers for delivery in Student Centered methods
3. Capacity Building of teachers and administration | 2023 -

2025 - |

		be developed to offer a hands-on experience. We want to train the teachers in these areas and revise the content for curriculum and the methods of teaching.		
13	**Strengthening Formative Assessment through Continuous Internal Assessment**	A complete change in the existing assessment pattern should be brought in Formative Assessment as outlined by NEP. More emphasis should be given on Formative Assessment with a focus on both knowledge and skills. The ritualistic formative assessment, as suggested by the NEP document must be done away with.	For this the department is planning to implement this stage by stage and an SoP on Continuous Internal Assessment (SoP) is in the pipeline.	2023
14	**Extending Education to Women and Divyangan students**	Establishing support centers through DRCs	Training teachers for Special needs of Women students and Divyangans. Preparation of material / e- content in local languages through online courses /	2022 -
15.	**Strengthening Women Empowerment Cells**	Planning Gender Parity and Gender Sensitivity Programmes and Digital Education	Strengthening Women Empowerment Cells in each college by providing a special room More facilities for women students	2022 -

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Secretary to Government,
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Government of Andhra Pradesh

"An Institution of Higher Education is a Partnership among students and alumni, faculty and administrators, donors and trustees, neighborhoods and more, to build a community and a culture"

-Ben Sasse

VALUE FRAMEWORK

To promote the following core values among the HEIs of the country :

- Contributing to National Development
- Fostering Global Competencies among Students.
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence