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the Registrar by designation
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Visakhapatnam
Dated. 21 -03-2022

LI(1&2)/2022

PROCEEDINGS OF THE VICE CHANCELLOR

Sub:- Introduction of 4 year UG Honours Programme with an exit option after three (3) years in all University Colleges and its Affiliated Colleges from the Academic Year 2020-21 - Under National Education Policy 2020 - Orders Issued.

Read: G.O.Ms.No. 46, dated: 22-12-2020 from the Higher Education Department, Government of Andhra Pradesh.

ORDER:

The Vice Chancellor has ordered that the G.O.Ms.No. 46, Higher Education Department (CE) Department dated 22-12-2020 be adopted regarding the introduction of 4 year UG Honours Programme with an exit option after three (3) years in all University Colleges and its affiliated Colleges from the academic year 2020-21 under National Education Policy 2020.

It is further ordered to place above matter before the ensuing meeting of the Academic Senate for ratification.

(BY ORDER)

(K.UMA MAHESWARI)
DEPUTY REGISTRAR (ACADEMIC)

Copies to

1. Principal's of all affiliated colleges of A.U. VSP and VZM Dists.
2. The Dean of Academic Affairs. A.U.Vsp.
3. The Dean CDC A.U. Vsp.
4. The Controller of Examination., A.U. Vsp.
5. The Dean (UG) Examinations A.U.VSP.,
6. The Supdts. of E-I, E-II, E-III, E-IV, E-VI, C-II for information.
7. The Hon'ble Director, Andhra Pradesh, VSP.

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Visakhapatnam
Dated. 21 -03-2022

LI(1&2)/2022

PROCEEDINGS OF THE VICE CHANCELLOR

Sub:- Higher Education Department - Launch the English Medium across all
Degree Colleges in both rural and urban areas from Academic Year 2021-2022 -
Orders Issued.

Read: G.O.Ms.No. 49, dated: 16-09-2021, from the Higher Education Department
Government of Andhra Pradesh.

ORDER:

The Vice Chancellor has ordered that the G.O.Ms.No.49 Higher Education (CE) Department
dated 16-09-2021 be adopted regarding to Launch the English Medium across all Degree Colleges
in both rural and urban areas from the Academic Year 2021-2022.

It is further ordered to place above matter before the ensuing meeting of the Academic Senate
for ratification.

(BY ORDER)

(K.UMA MAHESWARI)
DEPUTY REGISTRAR (ACADEMIC)

Copies to

1. Principal's of all affiliated colleges of A.U. VSP and VZM Dists.
2. The Dean of Academic Affairs, A.U.Vsp.
3. The Dean CDC A.U. Vsp.
4. The Controller of Examination, A.U. Vsp.
5. The Dean (UG) Examinations A.U.VSP.
6. The Supdts. of E-I, E-II, E-III, E-IV, E-VI, C-II for information.
7. The Hon'ble Director, Computer Centre, A.U. VSP.

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LI(1&2)/2022

Visakhapatnam
Dated. 22 -03-2022

PROCEEDINGS OF THE VICE CHANCELLOR

Sub:- Assessment Methodology for Internship / on the job Training / Apprenticeship under the revised CBCS (2020-21) – for UG Programmes introduced by Andhra Pradesh State Council of Higher Education – Orders Issued.

Read:- Received E-Mail dated 24-02-2022, from the Andhra Pradesh State Council of Higher Education Govt., of A.P.

ORDER:-

The Vice Chancellor has ordered that the implementation of Assessment Methodology for Internships / Community Service Project/on the job Training / Apprenticeship under the revised CBCS (2020-21) for UG Programmes (B.A./B.Com/B.Sc/BBA/Honours) introduced by Andhra Pradesh State Council of Higher Education be approved.

It is further ordered to place above matter before the ensuing meeting of the Academic Senate for ratification.

(BY ORDER)

(K.UMA MAHESWARI)
DEPUTY REGISTRAR (ACADEMIC)

Copies to

1. Principal's of all affiliated colleges of A.U. VSP and VZM Dists.
2. The Dean of Academic Affairs, A.U.Vsp.
3. The Dean CDC A.U. Vsp.
4. The Controller of Examination, A.U. Vsp.
5. The Dean (UG) Examinations A.U.VSP.,
6. The Supdts, of E-I, E-II, E-III, E-IV, E-VI, C-II for information.
7. The Hon' Director, A.C. Computer Centre, Vsp.

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LI(2)/Conventional Degree Programmes/2022

Visakhapatnam
Dated. 02-05-2022

PROCEEDINGS OF THE VICE-CHANCELLOR

Sub : Approval of Revised Choice Based Credit System – Conventional Degree Programmes and Engineering Programmes – Community Service Project – Internship – Apprenticeship / On the Job Training - Certain guidelines from the academic year 2020-21 Orders- Issued.

Read : Email dated 11-03-2022, received from the Section Officer, Higher Education (EC) Department, Govt. of A.P. together with enclosures.

ORDER:

Having considered letter cited above, the Hon'ble Vice Chancellor is pleased to order that the G.O.Ms.No.9, dated 11-03-2022 be adopted and regarding to Revised Choice Based Credit System – Conventional Degree Programmes and Engineering Programmes – Community Service Project – Internship – Apprenticeship / On the Job Training - Certain guidelines from the academic year 2020-21 be approved.

The Vice-Chancellor has further ordered that the above matter be placed before the ensuing meeting of the Academic Senate.

(BY ORDER)

(K.UMA MAHESWARI)
DEPUTY REGISTRAR (ACADEMIC)

Copies to

1. The All Principal's .affiliated colleges, Visakhapatnam and Vizianagaram. (Dist).
2. The Dean of Academic Affairs, A.U. VSP.
3. The Dean UG Examinations, A.U. VSP.
4. The Controller of Examinations, A.U. VSP.
5. The Supdt. S.I & E.I, E.II, E.III, E.V, E.VI Sections, A.U. VSP.
6. The Director, Computer Centre, A.U. VSP.

COMMUNITY SERVICE PROJECT

.....Experiential learning through community engagement

Introduction

- 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 also emerge as a socially responsible institution.

Objective

Community Service Project shall be an integral part of the curriculum, as an alternative to the two months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships. The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

Implementation of Community Service Project

- Every student shall put in a minimum of **180 hours** for the Community Service Project during the 60 days of summer vacation.
- Each class/section shall be assigned with a mentor.

- The mentor shall be a faculty member. Incentive could be given to the faculty mentors in terms of Academic Performance Indicators (API) scores. Or could even be made a compulsory in the service conditions laid down at the time of appointment.
 - 4 Credits to be allocated for Community Service Project within the Choice Based Credit System (CBCS).
 - The 180 hours of Community Service Project could be done in different areas.
 - Specific Departments can concentrate on their major areas of concern. For example, Dept. of Computer Science can take up activities related to Computer Literacy to different sections of people like- youth, women, house-wives, etc... Dept. of Zoology or other life sciences departments could concentrate on health awareness, blood groupings, awareness on blood donation or organ donation, etc. Dept. of Mathematics and Statistics could dwell upon empowering the youth with analytical skills, Dept. of Commerce could create awareness on GST or Income Tax Returns or other taxes or consumerism.
- Sky will be the limit for organizing different programmes, provided the faculties are sufficiently motivated.
- The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.
 - A log book has to be maintained by each of the students, where the activities undertaken/involved will be recorded.
 - The log book has to be countersigned by the concerned mentor/faculty incharge.
 - Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training
 - Minor project report shall be submitted by each student. An internal Viva voce shall also be conducted by a committee constituted by the principal of the college.
 - Evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
 - The final evaluation to be reflected in the grade memo of the student.

Procedure

- All students of the college will be divided into groups and each group is allotted to a faculty member of the college.
- 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, so as to enable them to commute from their residence and return back by evening or so.
- The group of students will be associated with a government official / village secretary concerned, allotted by the district administration, during the duration of the project.
- The Community Service Project is a two fold one –
 - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For ex., 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 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 social activity, concerning their domain or subject area. The different areas, could be like –
 - Agriculture
 - Health
 - Marketing and Cooperation
 - Animal Husbandry
 - Horticulture
 - Fisheries
 - Sericulture
 - Revenue and Survey
 - Natural Disaster Management
 - Irrigation
 - Law & Order
 - Excise and Prohibition
 - Mines and Geology
 - Energy
- A specific example,
 - A student of B.Sc (BZC) will first conduct a survey of his/her habitation which could be related to a specific area or in a comprehensive way, covering all the areas listed above.
 - or
 - Could conduct an awareness programme on Health and Hygiene or in Organic Farming or in Fisheries or in advocating prohibition of liquor or about renewable energy, or any other activity in an area as per his/her aptitude.

EXPECTED OUTCOMES

BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS

Learning Outcomes

- Positive impact on students' academic learning in view of the classroom to field and vice versa experience
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity

Personal Outcomes

- Greater sense of personal efficacy, personal identity, **compassion**, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills

Social Outcomes

- Learning service as a graduate attribute
- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation

Career Development

- Connections with professionals and community members for learning and career opportunities
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity

Relationship with the Institution

- Stronger relationships with faculty
- Greater satisfaction with college

- Improved graduation rates

BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS

- Greater understanding of the theory field interface
- Satisfaction with the quality of student learning
- New avenues for research and publication via new relationships between faculty and community
- Providing networking opportunities with engaged faculty in other disciplines or institutions
- A stronger commitment to one's research

BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES

- Improved institutional commitment
- Improved student retention
- Enhanced community relations

BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY

- Satisfactory enhancement of awareness with student participation
- Valuable human resources needed to achieve community goals
- New energy, enthusiasm and perspectives applied to community work
- Enhanced community-university relations.

SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT

The following the recommended list of areas of projects for BA, B.Com, B.Sc etc. programmes. The lists are not exhaustive and open for additions, deletions and modifications. Colleges are expected to focus on specific local issues for this kind of projects. The students are expected to carry out these projects with involvement, commitment, responsibility and accountability. The mentors of a group of students shall take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of projects. The project reports shall be placed in the college website for reference. Systematic, factual, methodical and honest reporting shall be ensured.

For Arts Students

- 1. Village demography**
- 2. Healthcare programmes and their implementation**
- 3. School education**
- 4. Youth engagement**
- 5. Women empowerment**
- 6. Women education**
- 7. Domestic violence**
- 8. Culture, traditions, values and ethics**
- 9. Employment of different sections**
- 10. Status of socially deprived sections**
- 11. Implementation of state development programmes**
- 12. Implementation and impact of welfare schemes**
- 13. Public distribution system**
- 14. Social inclusiveness**
- 15. Village governance**
- 16. Health care system and its effectiveness**
- 17. Information sources and their effectiveness**
- 18. Entertainment media and habits**
- 19. Social problems**
- 20. Family and marriage systems across different social groups**
- 21. Communal harmony**
- 22. Innovative methods and practices**
- 23. Village industry**
- 24. Safety and security**
- 25. Migration for employment**
- 26. Infrastructure development**
- 27. Facilities for quality life across different social groups**
- 28. Leadership in family, community and social groups**
- 29. Implementation of central schemes**

- 30. Village development plans**
- 31. Child labour**
- 32. Atrocities against women**
- 33. Awareness of central government schemes and the level of participation**
- 34. Community engagement programmes and their impact**
- 35. Career orientation of youth**
- 36. Skill development programmes and their impact**
- 37. Alcohol and smoking habits and their impact on families and society**
- 38. Crime rate, law and order and safety needs**
- 39. Quality of Elementary education and accessibility**
- 40. Factors considered for electing public representatives**
- 41. Environment protection**
- 42. Inter religious harmony**
- 43. Treatment of aged persons**
- 44. Sanitation systems**
- 45. Tribal studies**
- 46. Telugu literature and mondals**
- 47. Awareness of epics among youth and children**
- 48. Anthropological survey**
- 49. Music and dance**
- 50. Performing arts**
- 51. Social evils**

For Commerce Students

- 1. Entrepreneurship**
- 2. Agricultural products and marketing**
- 3. Poultry business**
- 4. Dairy business**
- 5. Aqua culture**
- 6. Wage system and labour welfare**
- 7. Village industry products and marketing**
- 8. Income and wealth distribution among different sections of the society**
- 9. Entertainment services**
- 10. Communication services**
- 11. Banking services and habits**
- 12. Insurance services and habits**
- 13. Public distribution system**
- 14. Vegetable marketing**
- 15. Savings and Investments**
- 16. Online purchases**

17. Digital transactions
18. Use of electrical home appliances
19. Use of electronic home appliances
20. Personal transport
21. Consumer movement
22. Unfair trade practices
23. Food habits
24. Income distribution
25. Wealth distribution
26. Expenditure pattern on different product categories
27. Buying motives
28. Consumer behavior
29. Impact of celebrity advertising
30. Impact of TV on product choices
31. Usage of cell phones
32. Self employed professionals
33. Construction
34. Leisure time management
35. Tourism
36. Leadership
37. Human resource development
38. Local administration
39. Office management in local governing bodies
40. Exports
41. Handicrafts
42. Handlooms
43. Public transport
44. Private transport
45. Cooperative societies
46. Shifts in occupations
47. Debt burden of different sections of the society
48. Time management
49. Dispute resolution systems
50. Commercial crops

For Science Students

1. Water facilities and drinking water availability
2. Health and hygiene
3. Stress levels and coping mechanisms
4. Health intervention programmes

5. Horticulture
6. Herbal plants
7. Botanical survey
8. Zoological survey
9. Marine products
10. Aqua culture
11. Inland fisheries
12. Animals and species
13. Nutrition
14. Traditional health care methods
15. Food habits
16. Air pollution
17. Water pollution
18. Plantation
19. Soil protection
20. Renewable energy
21. Plant diseases
22. Yoga awareness and practice
23. Health care awareness programmes and their impact
24. Use of chemicals on fruits and vegetables
25. Organic farming
26. Crop rotation
27. Flourey culture
28. Access to safe drinking water
29. Geographical survey
30. Geological survey
31. Sericulture
32. Study of species
33. Food adulteration
34. Incidence of Diabetes and other chronic diseases
35. Human genetics
36. Blood groups and blood levels
37. Animal husbandry
38. Mother and child health

Complimenting the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programmes are:

Programmes for School Children

1. Reading Skill Programme (Reading Competition)

2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Programme on Good Touch and Bad Touch (Sexual abuse)
7. Gender sensitivity and respecting girl child
8. Awareness Programme on Socially relevant themes.

Programmes for Women Empowerment

1. Government Guidelines and Policy Guidelines
2. Womens' Rights
3. Domestic Violence
4. Prevention and Control of Cancer and other common diseases related to women
5. Promotion of Social Entrepreneurship

General Camps

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programmes on Environment
10. Protection of forests and social forestry in wastelands
11. Health and Hygiene
12. Hand wash programmes
13. Commemoration and Celebration of important days

Programmes for Youth Empowerment

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations
5. Personality Development
6. Continuation of education / Adult education
7. Employment/Entrepreneurship related skills development

Common Programmes

1. Awareness on RTI
2. Health intervention programmes
3. Yoga
4. Environment Protection and Tree plantation
5. Programmes in consonance with the Govt. Departments like –
 - i. Agriculture
 - ii. Health
 - iii. Marketing and Cooperation
 - iv. Animal Husbandry
 - v. Horticulture
 - vi. Fisheries
 - vii. Sericulture
 - viii. Revenue and Survey
 - ix. Natural Disaster Management
 - x. Irrigation
 - xi. Law & Order
 - xii. Excise and Prohibition
 - xiii. Mines and Geology
 - xiv. Energy
 - xv. Forests
 - xvi. School Education

Role of Students:

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also with the Governmental Departments. If the programme is rolled out, the District Administration could be roped in for the successful deployment of the programme.
- An in-house training and induction programme could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

Timeline for the Community Service Project Activity

Duration: 8 weeks

1. Preliminary Survey (One Week)

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.
- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.

2. Community Awareness Campaigns (Two Weeks)

- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

3. Community Immersion Programme (Four Weeks)

Along with the Community Awareness Programmes, the student batch will work along with any one of the below listed governmental agencies and do service in tandem with them. This community involvement programme will involve the students in exposing themselves to the experiential learning about the community and its dynamics while serving the people. Programmes could be in consonance with the Govt. Departments.

4. Community Exit Report (One Week)

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks work to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that particular habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University.

Throughout the Community Service Project, a daily log-book need to be maintained by the students batch, which shall be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them.



**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

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

HIGHER EDUCATION (CE) DEPARTMENT

G.O.MS.NO. 46

DATED: 22-12-2020.
Read :-

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

-oOo-

ORDER: -

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

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

PTO

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

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

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

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

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

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

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

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

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

SATISH CHANDRA
SPECIAL CHIEF SECRETARY TO GOVERNMENT

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

Contd.,P.3

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The Registrars of the State Universities in Andhra Pradesh.

Copy to:

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

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

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

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

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

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

Law (B) Department.

S.F./S.C.

// FORWARDED::BY ORDER//

SECTION OFFICER

GOVERNMENT OF ANDHRA PRADESH

ABSTRACT

Higher Education – Revised Choice Based Credit System – Conventional Degree Programmes and Engineering Programmes – Community Service Project – Internship / Apprenticeship / On the Job Training – Certain guidelines – Orders – Issued.

HIGHER EDUCATION (EC) DEPARTMENT

G.O.MS.No. 9.

Date: 11/03/2022

Read the following:-

- 1) G.O. Ms.No.46, Higher Education (CE) Dept., dated 22.12.2020.
- 2) From the Secretary, A.P. State Council of Higher Education, Mangalagiri, Guntur District, e-file bearing Computer No.1473399.

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ORDER:-

In the G.O. 1st read above, permission was accorded to the State funded Universities in the State of Andhra Pradesh for introduction of four (4) year Honours Programmes with ten (10) months of mandatory internship.

2. In the e-file 2nd read above, the Secretary, A.P. State Council of Higher Education has submitted that the AP State Council of Higher Education constituted Committees to redesign the curriculum framework of all UG Conventional and Professional (Engineering) Programmes and based on the recommendations of the Committees and the vision of the Hon'ble Chief Minister, a thoroughly revised curriculum with Life Skill Courses, Skill Development Courses and Skill Enhancement Courses in conventional degree programmes and skill courses in major and minor electives and skill enhancement electives in Engineering programmes was introduced from the Academic Year 2020-21. The unique feature of the revised curriculum is a 10 month mandatory internship/apprenticeship/on the job training, of which a 2 month Community Service Project was an integral part.

3. The mandatory 10 month internship is done in three phases. In the first phase, the 2-month Community Service Project shall be mandatorily done by all students during the intervening summer vacation between the first and second years of study and in the second phase a 2-month internship/apprenticeship/on the job training shall be mandatorily done by all the students during the intervening summer vacation between the second and third years of study. In the final and third phase a 6-month (one full semester) internship/apprenticeship/on the job training shall be done mandatorily either in the 5th Semester or 6th Semester of all 3/4 year conventional degree programmes and 5-year integrated PG programmes.

In case of 4-year Professional Degree Programmes, in the first phase, the mandatory 2-month Community Service Project shall be done by all students during the intervening summer vacation between the second and third years of study and in the second phase a mandatory 2-month internship/ apprenticeship/on the job training shall be done by all the students during the intervening summer vacation between the third and fourth years of study. In the final and third phase a 6-month (one full semester) internship/apprenticeship/on the job training shall be done mandatorily either in the 7th Semester or 8th Semester

Contd...2

4. In this background, Government after examination of the matter hereby issue the following guidelines for the 10 month mandatory internship/ apprenticeship/on the job training for all the 3/4 year Conventional Degree Programmes, 5-year Integrated PG programmes and to the 4-year Professional programmes from the Academic Year 2020-21:-

1. Community Service Project:

The 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 also emerge as a socially responsible institution. The community service project has to be undertaken as per the guidelines of A.P. State Council of Higher Education and with the approval of respective Universities

2. Internship/Apprenticeship/On the Job Training

Developing an internship policy is an impactful strategy for creating a future talent pool for the industry. The Internship program not only helps fresh pass-outs in gaining professional know-how but also benefits the employers on fresh perspectives on business issues and even discovering potential future business leaders. The main aim of this initiative is enhancement of the employability skills of the students passing out from Higher Educational Institutions. The A.P. State Council of Higher Education has prepared a revised CBCS curriculum with the help of prominent academicians so that the State of Andhra Pradesh may produce competent employable graduates as per the needs of the industries. The objectives, procedures and evaluation system are defined in the regulations of the revised CBCS curriculum as approved by the respective Universities.

3. The 10-month mandatory community service / internship / apprenticeship/on the job training is an initiative which is unique in the country and also highly challenging. The community service / internship / apprenticeship / on the job training opportunity has to be provided to all the students of higher education at different phases of their study as per the regulations. To facilitate internships and also to implement them effectively an administrative mechanism is necessary at each district level.

In order to ensure effective implementation of the mandatory 10-month internship for the students of Colleges and Universities, and on the recommendation of the A.P. State Council of Higher Education, the Government of Andhra Pradesh constitutes State Level and district level internship coordination committees in each of the districts of Andhra Pradesh with immediate effect. The composition, roles and responsibilities of the committees are as described hereunder:

Contd...3

3.1 Committees at the State Level and also at the District Levels shall be constituted with the following composition.

State Level Committee:

Chief Secretary	-	Chairman
Pr. Secretary, Higher Education	-	Member-Secretary
Chairman, AP State Council for Higher Education	-	Member
Commissioner for Collegiate Education	-	Member
Special Chief Secretary (Agri, Seri & Horti)	-	Member
Special Chief Secretary (Industries & Commerce)	-	Member
Special Chief Secretary (Labour & Factories)	-	Member
Special Chief Secretary (Municipal Admn & Urban Dev)	-	Member
Special Chief Secretary (Gram Secretariats/ Ward Secretariats)	-	Member
Commissioner of Industries	-	Member
MD, Andhra Pradesh Industrial Infrastructure Corporation (APIIC)	-	Member
Secretary (Public Enterprises)	-	Member
Secretary (Planning)	-	Member
Principal Secretary (Panchayat Raj & Rural Development)	-	Member
Principal Secretary (Skills Development & Training)	-	Member
Managing Director, APSSDC	-	Member
Principal Secretary Health, Medical & Family Welfare	-	Member
State level Industries, Trade Associations (one from each to be nominated by Chief Secretary)	-	Members
CEOs of the companies to be nominated by the Chief Secretary	-	3 Members

3.2. District level Committee

1	District Collector	-	Chairman
2	Vice Chancellors	-	Members
3	Joint Collector (Village & Ward Secretariat and Development)	-	Member - Secretary
4	Registrar of the University	-	Addl. Secretary (If there are two Registrars in a district there shall two Addl. Secretaries)
5	Manager – District Industries Center	-	Member
6	Principal of an Autonomous College	-	Member (to be nominated by the chairman)
7	Principal of a Conventional Affiliated College	-	Member (to be nominated by the chairman)
8	Principal of a Professional College	-	Member (to be nominated by the chairman)
9	Representatives from Manufacturing Sector Members (2nos)	-	Member (to be nominated by the chairman)
10	Representatives from Service Sector (2nos)	-	Member (to be nominated by the chairman)
11	GM, DIC	-	Member
12	District Level officers of APIIC	-	Member (to be nominated by Chairman)
13	2 CEO's of companies having strong presence in the respective district	-	Member (to be nominated by Chairman)
14	Local chapters of industry and trade associations	-	3 Members (one from each to be nominated by Chairman)
15	Prominent Alumni belonging to the district	-	Members (one person to be nominated by Vice-Chancellors)

3.3. Tenure of the members

The tenure of the nominated members shall be for a period of three years from the date of nomination.

3.4 Role and responsibilities of the District Level Committees:

3.4.1 Conducting meetings of the committee for a minimum of two times in a year. Once before the start of the academic year.

3.4.2 Conducting meetings with the local industrialists, service organisations, Government departments, agencies and other professionals, to explore the possibilities of the internship/ apprenticeship /on the job training in the respective organizations and establishments.

3.4.3 Explore the possibilities of vacancies for internship / apprenticeship /on the job training in various organizations and industries/ establishments, both in public and private and in Central and State Government Departments and empanel professionals/small business establishments and other agencies which can offer internships.

3.4.4 To ensure the implementation of the provisions of Apprenticeship Act wherever applicable.

3.4.5 To review periodically the effectiveness of internship programme in consultation with all the stakeholders. To ensure that all the students are provided with internships preferably as per their interests and domain of study.

3.5. Roles and Responsibilities of the Registrars of the Universities:

3.5.1. Liaison between the colleges under the jurisdiction of the University concerned and the District Coordination Committee.

3.5.2. To finalize the guidelines for the allotment of students to various organizations.

3.5.3. To submit the demand for internships in different fields of study to the committee as and when required-

3.5.4. To prepare the lists of students participating in the internship/apprenticeship/on the job training, including in the community service project.

3.5.5. To prepare the student-demand analysis.

3.5.6. To prepare a list of students who are prepared to do the internship outside the district and to find suitable organizations and establishments.

3.5.7. To map the students and the internship offering establishments and organizations

3.5.8. To provide data and information to the committee as required by the committee

5. The Registrars of the Universities in the State of Andhra Pradesh shall adopt the above orders with the approval of their respective Statutory Boards for its implementation of the aforesaid orders in all the Universities, Colleges and its affiliated colleges under their jurisdiction from the Academic Year 2020-21.

6. The Collectors and District Magistrates shall take further action in the matter accordingly.

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

SYAMALA RAO JAMJAM,
PRINCIPAL SECRETARY TO GOVT

To

All the Collectors and District Magistrates in the State
All the Vice-Chancellors of Universities in the State
All the Registrars of Universities in the State
The Secretary, A.P. State Council of Higher Education, Mangalagiri
The Commissioner of Technical Education, A.P., Vijayawada
The Commissioner of Collegiate Education, A.P., Vijayawada
The Member-Secretary, APHERMC, Tadepalli, Guntur District

Copy to:-

The P.S. to Secretary to C.M.
The OSD to Minister (Education)
The PS to the Chief Secretary to Government of AP
The P.S. to Principal Secretary to Govt., Higher Education Department
To All Special Chief Secretaries/Prl. Secretaries concerned and other members
of the State Level Committee
To All members of the District Level Committee

//FORWARDED BY ORDER//


SECTION OFFICER



**GOVERNMENT OF ANDHRA PRADESH
ABSTRACT**

Higher Education Department - Launch the English Medium across all Degree Colleges in both rural and urban areas from Academic Year 2021-22 - Orders- Issued.

HIGHER EDUCATION [CE] DEPARTMENT

G.O.Ms.No.49

Dated:16.09.2021
Read the following:

1. Report from the CCE, AP, Vijayawada, e-file No.1446545
2. Report from the APSCHE, Mangalagiri, e-file.No.1455518.

ORDER

In the circumstances reported by the Commissioner of Collegiate Education, A.P and the Andhra Pradesh State Council of Higher Education in references read above, after careful examination of the matter, Government hereby instruct to launch the English Medium across all Degree Colleges in both rural and urban areas from Academic Year 2021-22.

2. The Commissioner of Collegiate Education, A.P and the Secretary, APSCHE shall prepare necessary arrangements in the matter.

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

**SATISH CHANDRA
SPECIAL CHIEF SECRETARY TO GOVERNMENT**

To

The Commissioner of Collegiate Education, A.P, Vijayawada,
The Secretary, APSCHE, Mangalagiri, Guntur District.,

Copy to:

The Member Secretary, APHERMC,
The P.S to Secretary to C.M,
The Addl.Secy to Min[Education],
The P.S to C.S,
The P.S to Spl.CS to Govt, H.E. Dept.,
Sc/Sf.

// FORWARDED :: BY ORDER//

SECTION OFFICER



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION



Assessment methodology for Internships / On the Job Training / Apprenticeship under the revised CBCS (2020 – 21 onwards)

As per the revised CBCS based curriculum which is implemented from the academic year 2020-21, three internships are mandatory for all students irrespective of the type of College (Govt / Private Aided / Autonomous / Constituent / Private Un-aided) and the programme of study (BA/B.Com/B.Sc/BBA/Honours, etc.). The following is the evaluation methodology for awarding marks/grades.

First internship (April-May after 1st year examinations): Community Service Project

To inculcate social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1st and 2nd years of study shall be for Community Service Project (the detailed guidelines are circulated separately).

Learning outcomes:

- To facilitate an understanding of the issues that confronts the vulnerable / marginalized sections of the society.
- To initiate team processes with the student groups for societal change.
- To provide students an opportunity to familiarize themselves with urban / rural community they live in.
- To enable students to engage in the development of the community.
- To plan activities based on the focused groups.\
- To know the ways of transforming the society through systematic programme implementation.

Assessment Model for the First Internship (April-May after 1st year examinations):

There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 to 15 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 also for the comprehensive and continuous assessment of the students.

The assessment is to be conducted for 100 marks. The number of credits assigned is 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

The weightings shall be:

Project Log	20%
Project Implementation	30%
Project report	25%,
Presentation	25%

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.

While grading the student's performance, using the student's project log, the following should be taken into account -

- a. The individual student's effort and commitment.
- b. The originality and quality of the work produced by the individual student.
- c. The student's integration and co-operation with the work assigned.
- d. The completeness of the logbook.

The assessment for the **Community Service Project implementation** shall include the following components and based on the entries of Project Log and Project Report:

- a. Orientation to the community development
- b. Conducting a baseline assessment of development needs
- c. Number and Quality of Awareness Programmes organised on beneficiary programmes and improvement in quality of life, environment and social consciousness, motivation and leadership, personality development, etc.
- d. Number Quality and Duration of Intervention/service Programmes (Prevention or promotion programs that aim to promote behavioural change in defined community contexts to address social problems) organised.
- e. Followup Programmes suggested (Referral Services, Bringing Community Participation)
- f. Developing short and mid-term action plans in consultation with local leadership and local government officers.

The **Project Report** should contain

- a) Introduction, scope, objectives, and methodology
- b) Project specifications (area / background of the work assigned).
- c) Problems identified.
- d) Analyses of the problems
- e) Community awareness programmes conducted w.r.t the problems and their outcomes.
- f) Intervention/service programmes taken up
- g) Short-term and long term action plan for implementation
- h) Recommendations and conclusions.
- i) References

The **Project Presentation** is to be made by the student after he/she reports back to the College. The components for assessment are –

- assessing the involvement in the project
- presentation skills
- final outcome of the project as evinced by the student.

Example:

Name of the Student:	X. YY ZZZ	
Class & Year of Study	II B.A. 2021 - 2022	
Registered Number	000000	
Assessment Component	Max Marks	Marks Secured
1. Project Log	20	15
2. Project Implementation	30	20
3. Project Report	25	20
4. Presentation	25	20
TOTAL OUT OF 100	100	75

Letter grade	Grade Point	Credits	Credit Point
O (outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0		
Ab (Absent)	0		

In the above example, 75 marks are converted to letter grade / grade point.

Letter grade	Grade Point	Credits	Credit Point
B+ (Good)	7	2	14

Second Internship (April-May after 2nd year examinations): Apprenticeship / Internship / On the job training / In-house Project / Off-site Project

To make the students employable, an Apprenticeship / Internship / On the job training / In-house Project / Off-site Project shall be undertaken by the students in the intervening summer vacation between the 2nd and 3rd years.

Learning outcomes

- Explore career alternatives prior to graduation.
- Integrate theory and practice.

- Assess interests and abilities in their field of study.
- Learn to appreciate work and its function towards future .
- Develop work habits and attitudes necessary for job success.
- Develop communication, interpersonal and other critical skills in the future job.
- Build a record of work experience.
- Acquire employment contacts leading directly to a full-time job following graduation from college.
- Acquire additional skills required for world of work.

Assessment Model for the Second Internship (April-May after 2nd year examinations):

There will be only internal evaluation for this internship. Each faculty member is to be assigned with 10 to 15 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 also for the comprehensive and continuous assessment of the students.

The assessment is to be conducted for 100 marks and the credits assigned are 4. Later as per the present practice the marks are converted into grades and grade points to include finally in the SGPA and CGPA.

The weightings shall be:

Project Log	20%
Project Implementation	30%
Project report	25%,
Presentation	25%

Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities. The project log is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.

While grading the student's performance, using the student's project log, the following should be taken into account -

- a. The individual student's effort and commitment.
- b. The originality and quality of the work produced by the individual student.
- c. The student's integration and co-operation with the work assigned.
- d. The completeness of the logbook.

The assessment for Project Implementation during **second internship / Project Work / On the Job Training / Apprenticeship** shall include the following components and based on the entries of Project Log and Project Report:

- a. Involvement in the work assigned
- b. Regularity in the work assigned
- c. New knowledge acquired
- d. New skill acquired

The Project Report should contain

- a. Introduction.
- b. Project specifications (area / background of the work assigned).
- c. Problems taken up.
- d. Analysis of the problem.
- e. Recommendations and conclusions.

The Project Presentation is to be made by the student after he/she reports back to the College. The components for assessment are –

- a. assessing the involvement in the project
- b. presentation skills
- c. final outcome of the project as evinced by the student.

Example:

Name of the Student:	X. YY ZZZ	
Class & Year of Study	II B.A. 2021 - 2022	
Registered Number	000000	
Assessment Component	Max Marks	Marks Secured
1. Project Log	20	10
2. Project Implementation	30	15
3. Project Report	25	20
4. Presentation	25	20
TOTAL OUT OF 100	100	65

Letter grade	Grade Point	Credits	Credit Point
O (outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0		
Ab (Absent)	0		

This may vary from University to University

In the above example, 75 marks are converted to letter grade / grade point.

Letter grade	Grade Point	Credits	Credit Point
B (Above average)	6	2	12

Third internship (5th/6thSemester period):

During the entire 5th /6th Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.

Learning outcomes

- Explore career alternatives prior to graduation.
- Integrate theory and practice.
- Assess interests and abilities in their field of study.
- Learn to appreciate work and its function towards future .
- Develop work habits and attitudes necessary for job success.
- Develop communication, interpersonal and other critical skills in the future job.
- Build a record of work experience.
- Acquire employment contacts leading directly to a full-time job following graduation from college.
- Acquire additional skills required for world of work.

Assessment model for the semester long apprenticeship / on the job training / internships during the VI Semester:

The assessment for the V / VI Semester long apprenticeship is for 200 marks and credits assigned are 12.

A monthly report is to be submitted to the teacher guide online within 15 days after the completion of the every moth upto four months. The last two months of internship period shall be used for preparation of final project report simultaneously undergoing on the job training / internship / apprenticeship.

The assessment for this internship / on the job training will be both internal and external assessment. The internal assessment will be for 25% of marks which will be continuous and the assessment by the industry / enterprise / organisation where the student does his/her internship will be indicated in grades. A template to that extent is appended as Annexure – 1. This assessment is to be conducted by a responsible person (General Manager / HR Manager / Head of the Division) in consultation with the supervisor under whom the internship was done.

The components of internal assessment during *this third internship / Project Work / On the Job Training / Apprenticeship* shall include the following components and based on the entries of Project Log and Project Report:

- a. Involvement in the work assigned
- b. Regularity in the work assigned
- c. New knowledge acquired
- d. New skill acquired

The Project Report should contain

- a. Introduction.
- b. Project specifications (area / background of the work assigned).
- c. Problems taken up.
- d. Analysis of the problem.
- e. Recommendations and conclusions.

The Project Presentation is to be made by the student after he/she reports back to the College. The components for assessment are –

- a. assessing the involvement in the project
- b. presentation skills
- c. final outcome of the project as evinced by the student.

There shall be a final evaluation committee comprising of Principal, Teacher Guide, Internal Expert and External Expert nominated by the affiliating University. The final evaluation committee shall consider the following for evaluation –

A. Monthly Reports submitted by the student

B. Final Project Report

C. Grading given by the Company / Business unit / Enterprise where the student has undergone the training. The grades shall be converted into marks on the scale followed by the University.

To evaluate and award marks, the Committee conducts viva voce examination at the college.

Example:

Name of the Student:	X. YY ZZZ	
Class & Year of Study	III B.A. 2022 - 2023	
Registered Number	000000	
Internal Assessment Component	Max. Marks	Marks Awarded
1. Project Log	10	10
2. Project Implementation	20	15
3. Project Report	10	10
4. Presentation	10	5
TOTAL	50	40
External Assessment Component	Max. Marks	Marks Awarded

Performance Assessment by the Evaluation Committee, converting the grades awarded by the industry, enterprise, etc.	100	80
External Viva Voce	50	30
GRAND TOTAL	200	150

Letter grade	Grade Point	Credits	Credit Point
O (outstanding)	10	2	20
A+ (Excellent)	9	2	18
A (Very Good)	8	2	16
B+ (Good)	7	2	14
B (Above average)	6	2	12
C (Average)	5	2	10
D (Pass)	4	2	8
F (Fail)	0		
Ab (Absent)	0		

In the above example, 75 %marks are converted to letter grade / grade point.

B+ (Good)	7	2	14
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Thus the Comprehensive Continuous Assessment for the projects/internships/on the job training shall focus on enhancing the student's learning by ensuring that the student invests considerable time in studying, preparing and building on academic skills, moulding them into competent and skill perspective workforce. The assessment should also cater to the improvement of education and institutional assessment system that portrays the student performance.

***Student internship / Project Work / On the Job Training /
Apprenticeship Performance Evaluation***

Term of Internship: From dd/mm/yyyy To dd/mm/yyyy	Date of Evaluation:
Student Name: & Registration No:	
Organization Name& Address:	
Name of the Supervisor:	
Supervisor email/phone:	
Faculty Internship Coordinator	

Please attach:

- **Internship Job Description**
- **Supervisor Comments** (i.e. strengths, areas for improvement, etc)

Please rate the intern's performance in the following areas:

Rating Scale:

Letter grade of CGPA calculation to be provided

1) Oral communication	1	2	3	4	5
2) Written communication	1	2	3	4	5
3) Initiative	1	2	3	4	5
4) Interaction with staff	1	2	3	4	5
5) Attitude	1	2	3	4	5
6) Dependability	1	2	3	4	5
7) Ability to learn	1	2	3	4	5
8) Planning and organization	1	2	3	4	5
9) Professionalism	1	2	3	4	5
10) Creativity	1	2	3	4	5
11) Quality of work	1	2	3	4	5
12) Productivity	1	2	3	4	5
13) Progress of learning	1	2	3	4	5
14) Adaptability to organization's culture/policies	1	2	3	4	5
15) OVERALL PERFORMANCE	1	2	3	4	5

Signature of the Supervisor

Signature of the HR Manger