

UGC GUIDELINES FOR COMMUNITY COLLEGES

UNIVERSITY GRANTS COMMISSION

SCHEME OF COMMUNITY COLLEGES FOR UNIVERSITIES AND COLLEGES (2012-2017)

PREAMBLE

Education plays an important role in the all-round development of human being as well as the nation. It is a unique investment in the present as well as for the future. Every country develops its own system of education to express and promote its unique socio-cultural-economic identity besides meeting the challenges of time to leverage the existing potential opportunities. India, at present, is recognized as one of the youngest nations in the world with over 50% of the population under the age of 30 years. It is estimated that by about 2025, India will have 25% of the world's total workforce. In order to harness the full demographic dividend, India needs an educational system which is of high quality, affordable, flexible and relevant to the individuals, economy and to the society as a whole.

Presently, the country faces a demand – supply mismatch, as the economy needs more 'skilled' workforce and also the managers and entrepreneurs than created annually. In fact, majority of the contemporary institutions of higher learning remain almost disconnected with the requirements of the workplace. The skill oriented courses available in the market have low credibility and acceptability with the employers. The traditional higher education system in the country is also rigid in terms of duration of courses, timings for teaching-learning, place of study and choice of subjects.

There is a worldwide shift from conventional educational system to competence based qualification system. With a view to make the skills acquired by the learners acceptable nationally, the curricula and system of certification should align with the National Occupational Standards. In order to facilitate offering of nationally standardized skill related programmes, the Government of India has notified the National Skills Qualifications Framework (NSQF) on 27th December 2013. It is a nationally integrated education and competency-based skill framework which provides for multiple pathways, both within vocational education and between general and vocational education, to link one level of learning to another higher level and enables learners to progress to higher levels from any starting point in the education and / or skill system. It permits individuals to accumulate their knowledge and skills and convert them, through testing and certification by the competent authorities, into higher level of certification which could be a certificate, diploma, advanced diploma, a degree or a PG diploma in common parlance.

The 12th Five Year Plan Document of the Planning Commission has also laid a special emphasis on expansion of skill-based programmes in higher education. It recommends setting up of Community Colleges (CC) to serve multiple needs including (i) career oriented education and skills to students interested in directly entering the workforce; (ii) training and education programmes for local employers;

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(iii) high-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year institutions; and (iv) general interest courses to the community for personal development and interest. The Plan Document also states that Community Colleges will be located to facilitate easy access to underprivileged students and such colleges could either be established as affiliated colleges of universities or as entirely autonomous institutions.

1. INTRODUCTION

The National Skills Qualifications Framework (NSQF) organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF is defined from level 1 to 10 and these are deciphered as follows: Level 1 is for unskilled worker, level 2 is for semi-unskilled worker, level 3 is for semi-skilled worker, level 4 is for skilled worker, level 5 is for supervisor, level 6 is for supervisor's supervisor, level 7 is for first level management, level 8 and 9 correspond to middle level management and so on.

National Occupational Standards (NOS) define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by NSDC with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply to NSQF.

The Community College model, as envisaged, will be accessible to a large number of individuals of the community, offer low cost and high quality education locally, that encompasses both skills development as well as traditional coursework, thereby providing opportunities to the learners to move directly to the employment sector or move into higher education. It provides a flexible and open education system which also caters to community-based life-long learning needs. It has a synergistic relationship between the community, learner and the job market.

The idea of establishing such colleges in the country was unanimously endorsed in the Conference of State Education Ministers held on 22nd February, 2012 and a Committee of Education Ministers of nine States was constituted to finalize the concept and framework of the Community College scheme. The Committee, after wide consultations with all concerned, presented its report to the Government of India which received the concurrence of the State Education Ministers in the conference held on 6th June, 2012. The Government of India accepted this report and decided to introduce this scheme during the 12th Five Year Plan.

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2. OBJECTIVES

The main objectives of the scheme are:

- (i) to make higher education relevant to the learner and the community;
- (ii) to integrate relevant skills into the higher education system;
- (iii) to provide skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity;
- (iv) to provide employable and certifiable skills based on National Occupational Standards (NOSs) with necessary general education to Senior Secondary School pass-outs, with general education and /or vocational education background.
- (v) to provide for up-gradation and certification of traditional / acquired skills of the learners irrespective of their age;
- (vi) to provide opportunities for community-based life-long learning by offering courses of general interest to the community for personal development and interest;
- (vii) to provide opportunity for vertical mobility to move to higher education in future; and
- (viii) to offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NSQF level.
- (ix) to provide entrepreneurial orientation along with required skill training for self-employment and entrepreneurship development.

3. TARGET / ELIGIBILITY

- 3.1. The existing universities and colleges recognized by the UGC under section 2(f) and 12(B) of UGC Act, 1956 and receiving General Development Assistance are eligible for implementing the Scheme of CC. The eligible universities and colleges may submit the proposal under the Scheme to the UGC as per Annexure – A of the guidelines.
- 3.2. Self financing institutions recognized under 2(f) and 12(B) of the UGC Act 1956, and not receiving general development assistance from the UGC may also be considered for approval under the scheme. They will abide by the guidelines of UGC as amended from time to time, but will not be entitled for any financial assistance under the scheme.
- 3.3. The CC should not be a part of departments of a university /college and it should have a separate entity within the institution.
- 3.4. The Government / Society / Trust or a Company may also set up an independent Community College, to implement the scheme and may offer courses as per the extant guidelines. The financial assistance to such community colleges will be governed as per the prevailing policy of the Commission.

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4. SELECTION OF COMMUNITY COLLEGES

- 4.1. While selecting the host institution for the CC, preference will be given to such colleges / universities which have proximity to the local industry partners, address local job requirements and/or youth aspirations of the region. Considering an Autonomous College as host institution of the CC, may have added advantages for curriculum design, assessment and governance *etc.* and, therefore, will be accorded priority under the scheme.
- 4.2. The proposals will be invited in a prescribed proforma (Annexure A) from the interested universities/colleges by issuing a public notice on the UGC website. The proposals will be submitted within specified time, enclosing therewith a detailed DPR, proposed Action Plan and itemized budget estimates. The proposals will be placed before an Expert Committee for evaluation. If required, UGC may constitute a Screening Committee to shortlist the proposals. The UGC may also decide to arrange an interface of the institutions with the Expert committee. Based on the merit of the proposal/interface, the Expert committee will recommend institutions under the scheme.

5. GOVERNANCE OF COMMUNITY COLLEGES

- 5.1. Each CC will constitute a separate Board of Management (BoM) for its effective governance which will include representative(s) of the affiliating university, relevant industries, relevant Sector Skills Council(s), and Nodal Officer(s) of CC. For the purpose of brevity, henceforth the word “industry” will be used to signify all the sectors of the economy including manufacturing, mining, services, agriculture and allied sectors. The Vice Chancellor of the university or Chairman/President of the Managing Committee of the college will be the Chairman of the BoM and the Principal of the College shall be its Member-Secretary, and representatives from the partner industry and SSC as its Co-Chairpersons. BoM will meet periodically to review the functioning of the CC and, thereafter, as and when required, but at least once in six months.
- 5.2. The Board of Studies (BoS) would have representatives from the college, university to which the college is affiliated, partner industries and relevant Sector Skill Council(s). The Principal of the CC shall be the Chairperson, while the local head of one of the partner industries shall be the co-Chairperson. The BoS shall decide the programmes to be offered by the CC, depending upon the industry needs, skill gap studies done by NSDC or such other credible sources, and finalize the curriculum in modular form in consultation with the partner industry and relevant SSC.

6. PROGRAMMES AND CURRICULA IN COMMUNITY COLLEGES

- 6.1. In order to make education relevant and to create ‘industry fit’ skilled workforce, the CCs will have to be in constant dialogue with the industry and

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respective Sector Skill Council(s) so that they remain updated on the requirements of the workforce for the local economy. These colleges should also preserve and promote the cultural heritage of the region, be it art, craft, handicraft, music, architecture or any such thing, through appropriately designed curriculum with proper assurance of employment including self-employment and entrepreneurship development.

6.2. As the CBSE and many other school boards are initiating skill based vocational courses with certification at NSQF Level 4 for students completing 10+2, there may be three types of learners getting admission to first semester of CC courses:

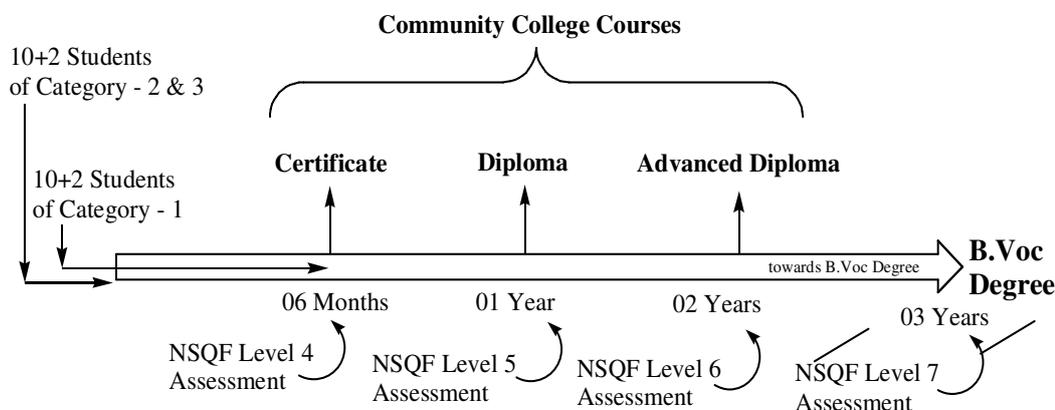
Category – 1 : students already acquired NSQF certification Level 4 in a particular industry sector and opted admission in the courses under CC in same trade with job role for which he / she previously certified at school level.

Category – 2 : students who have acquired NSQF certification Level 4 but may like to change their trade and may enter into CC in a different industry sector.

Category – 3 : students passed 10+2 examination with conventional schooling without any background of vocational training.

The community college will develop curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 as above during the first six months who will be assessed and certified for NSQF Level 4 of skill competency by concerned SSC at the end of first semester. However, learners belonging to category-1 will not require such certification as they already have NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

All the learners continuing to Diploma courses or further will be treated at par from second semester onwards. Students may exit after six months with a CC Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses. An academic progression for the students in vocational stream is illustrated below:



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As an illustration, awards could be given at each stage as per Table 1 below:

TABLE - 1

NSQF Level	Skill Component Credits	General Education Credits	Normal Duration	Exit Points / Awards
6	72	48	Four semesters	Advanced Diploma
5	36	24	Two semesters	Diploma
4	18	12	One semester	Certificate

The NSQF Levels in above illustrations indicate that there should be at least one job role at the concerned NSQF Level in the curriculum to be assessed and certified for skill component. The normal training hours for skilling should be proportionate to the weightage for skill credits and an appropriate component of skill training may be imparted as on-site training at actual work place.

- 6.3. Skill component of the programmes/courses shall be employment oriented. The CCs shall offer Programmes/Courses in domain areas which have significant demand in the job market locally. CCs may also refer to the skill gap reports of NSDC/ industry associations or such other relevant reports.
- 6.4. With a view to make the skills acquired by the learners acceptable nationally, the curricula and system of certification for the skill component has to be done as per the National Occupational Standards set up by Sector Skills Councils. The Community College Scheme will lead up to Advanced Diploma Level only. The CCs institutions, in consultation with the industry partner(s) and based upon skills Gap analysis report published by the NSDC, industry associations, Sector Skills Councils, Government agencies *etc*, may decide specific Job Role(s) to be embedded in curriculum. The exit profiles of the learners at different levels *i.e.* Certificate / Diploma / Advanced Diploma should be clearly defined in output terms.
- 6.5. For skills component, the CCs may adopt the model curriculum developed by the concerned Sector Skill Councils wherever available or adapt it in consultation with the local industry partners. Wherever the curriculum is not available, the same may be developed in consultation with the relevant Sector Skill Councils and local industry partners. The general education component of the curriculum shall be decided by the Board of Studies of the community college concerned. While doing so, they may work towards aligning the curriculum with the National Occupational Standards being developed by the respective/allied Sector Skill Councils. This would promote national and global mobility of the learners, as well as higher acceptability by the industry for employment purposes. The curriculum for courses under CC running in affiliated colleges shall be finalized by BoS as mentioned above and separate approval from affiliating University may not be required. The CCs are to offer knowledge – skill mixed programmes of different durations

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depending on the need of the local industry leading to certification at various levels of the NSQF. The skill component of these programmes will conform to the NSQF and the general education component may conform to the university norms.

- 6.6. The practical / hands-on portion of the skills component of the curriculum shall be transacted in face to face mode.
- 6.7. The CCs will offer credit-based modular programmes, wherein banking of credits for skill and general education components shall be permitted so as to enable multiple exit and entry. This would enable the learner to seek employment after any level of Award and join back as and when feasible to upgrade her / his qualification / skill competency either to move higher in her / his job or in the higher educational system. This will also provide the learner an opportunity for vertical mobility to second year of B.Voc degree programme after one year diploma and to third year of B.Voc degree programme after a two year advanced diploma.
- 6.8. Recognition of Prior Learning (RPL): CC may also provide for Recognition of Prior Learning (RPL) framework for job roles at NSQF Level 4 onwards by conducting assessment and certification through respective SSC(s) / Directorate General of Employment and Training (DGET).
- 6.9. Relevance of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with all stake holders, particularly the industries and SSCs keeping in view their requirements and changes in NOSs. The CCs shall incorporate this as a continuous and dynamic process, in-built in their system.
- 6.10. All the programmes offered under CC will be full time courses and should not be conducted as add-on programmes.
- 6.11. The CCs may like to appropriately use Technology to improve the effectiveness of the delivery of courses.

7. INFRASTRUCTURE AND FACULTY IN COMMUNITY COLLEGES

- 7.1. The CCs approved under existing institutions with UGC funding shall operate in the identified buildings and premises of existing colleges / universities. They may use industry sites and /or NSDC approved training partners wherever required for imparting necessary skills. The CCs set-up as under 3.4 should have proper building / infrastructure created for the purpose before starting the courses. Each CC needs to have adequate laboratory / workshop facilities for face-to-face delivery of skills and hands-on practice either owned, arranged through tie up with the partner industry or NSDC approved training partners.
- 7.2. In the CCs, the faculty would typically consist of existing faculty with the institution and a pool of guest / visiting / part-time faculty taken from either the industry or open market or NSDC approved training partners for imparting skills. The mix of permanent / part time / guest / visiting / adjunct

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faculty would be decided by the host institution with the approval of BoM, depending on the local needs and availability. The laboratory staff / instructors will be planned and approved by BoM, as per the need. Remuneration to the guest faculty may be paid under this scheme at the locally prevalent rates, but not exceeding the rates prescribed by UGC. However, there will be no cap on the total payment to a particular faculty in a month.

- 7.3. The CC may also have a part time Nodal Officer for overall coordination of all the courses, liaising with the Industry, SSCs and other stakeholders. The host institution may not insist on the prescribed minimum workload for the faculty who will be given the responsibility of a Nodal Officer.
- 7.4. For guest lecture/ part time faculty etc, sufficient knowledge of the sector, training / teaching skills along with relevant industry experience of minimum 2-3 years is desirable.
- 7.5. The standard of knowledge and skills of the faculty also need continuous updating through appropriate training and exposure programmes in collaboration with the university, technical education institutes, SSCs and industry.
- 7.6. Honorarium to the existing faculty/ non faculty including the Principal and Nodal Officer will be as under:-

Principal	Rs.12000/- per annum
Nodal Officer	Rs. 8,000/- per month
Existing Faculty	Rs.600/- per lecture
Visiting / guest faculty	Rs.1,000/- per lecture or as amended by UGC from time to time.

8. ADMISSION, FEE AND SCHOLARSHIPS

- 8.1. The minimum educational qualification for admission into CC under this scheme will be class 12 pass or equivalent from any recognized board or university.
- 8.1. Equal weightage should be given to vocational subjects at +2 level while considering the students for admission into CC for recognition of skills credits.
- 8.2. While deciding criteria for admission into any particular trade, the CCs will consider students having background in relevant stream at 10+2 level. For admission to the programmes offered by the CCs, preference should be given to the learners living in the local community. Reservation to SC, ST, OBC and PwD categories will be available as per the extant national / State policy. There shall be no age bar for admission in the Community Colleges.

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- 8.3. Admissions may be done twice a year, depending on the duration of the programmes, to facilitate a steady stream of learners joining the college and moving out as trained work force to the job market.
- 8.4. The applicants seeking re-entry into the CC should get preference in admission over the new applicants.
- 8.5. Student fee should be decided as per the prevalent practice for fee fixation for aided courses.
- 8.6. Attempt should be made to recover part of the operating expenditure from the student fee.
- 8.7. In order to motivate students to join courses under the scheme, an scholarship of Rs. 1,000/- per month will be provided to the students at the end of each semester, subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log. In the event of short attendance or failure of student in the end semester examination, she/he will not be entitled for scholarship during that semester. No arrears shall be admissible to the student for such period.
- 8.8. Students counseling should be an integral part of the admission process. Parents should also be involved appropriately.

9. ASSESSMENT

- 9.1. The Skill component of the course will be assessed and certified by the respective Sector Skill Councils. In case there is no Sector Skill Council for a specific trade, the assessment may be done by allied Sector Council or the Industry partner. The certifying bodies may comply with and obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate with the respective Sector Skill Councils.
- 9.2. The credits regarding **skill component** will be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner.
 - Certificate courses: **NSQF level 4 certificate - 18 credits**
 - Diploma courses: **NSQF level 5 certificate - 36 credits**
 - Advanced diploma courses: **NSQF level 6 certificate - 72 credits**
- 9.3. The **general education component** will be assessed by the community colleges themselves. The following formula may be used for the credit calculation in general education component of the courses:
 - General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or

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tutorial) or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs of workshops / labs.

- For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / tutorials.
- For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials.

9.4. The award of 'Certificate', 'Diploma' or 'Advanced Diploma' to the successful learners in both skills and general education components of the curriculum may be done as illustrated under 6.2.

9.5. The CCs should adopt and integrate the guidelines and recommendations of the respective Sector Skill Councils (SSCs) for the assessment and evaluation of the vocational component, wherever available.

9.6. Letter Grades and Grade Points: The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

9.7. Computation of SGPA and CGPA: Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) may be adopted:

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the course

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components taken by a student and the sum of the number of credits of all the courses undergone by a student, *i.e*

$$\text{SGPA} (S_i) = \sum(C_i \times G_i) / \sum C_i$$

where 'C_i' is the number of credits of the *i*th course component and 'G_i' is the grade point scored by the student in the *i*th course component.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, *i.e.*

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

where 'S_i' is the SGPA of the *i*th semester and C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

10. CERTIFICATION AND AWARDS

- 10.1. Award of Certificate, Diploma or Advanced Diploma, as the case may be, would depend on acquisition of requisite credits as prescribed in the guidelines and not on the duration of the calendar time spent in pursuing the course.
- 10.2. The certificate for skilling component would be awarded by the Sector Skill Council in terms of NSQF level either singly or jointly with the institution concerned and the general education grades will be certified along with the skill component in terms of certificate/ diploma awarded by the institution.
- 10.3. The affiliated colleges may itself award diploma/certificate under its own seal and signature after written authorization from the affiliating university. However, the college should mention the name of affiliating university and name of the scheme on the award. The affiliating university should give written authorization to the college(s) running the scheme of community colleges to award certificate(s)/diploma(s).
- 10.4. On completion of Diploma (60 credits) a student will be eligible to seek admission into Advanced Diploma in a community college or second year of B.Voc degree. Similarly on completion of Advanced Diploma (120 Credits), a student is eligible for admission to third year of B.Voc. Degree.

11. FINANCIAL ASSISTANCE FOR THE COMMUNITY COLLEGES

- 11.1. Presently, as the CCs are to function from an existing colleges / universities, the fund requirement will be limited to provisions for additional

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faculty, by way of hiring on contractual basis or as guest/ visiting faculty and their training / capacity building / skill upgradation, development of curriculum, laboratory, workshop facilities, consumables and scholarships to learners. The CCs may endeavor to involve the industry in the development of laboratories / workshops and making available part-time faculties at the cost of the latter. The CCs may also evolve different modes of Public-Private-Partnership for funding the operations of the CCs.

The host institution shall prepare a comprehensive proposal for the CC, including the budget in the prescribed format (Annexure A). The proposal will be assessed by an expert committee in UGC, on whose recommendations, the amount of financial assistance shall be decided and allocated, subject to a ceiling of Rs. 50 lakhs (Rupees fifty lakhs) per course (with an intake of approximately 50 students) per year under following heads:

Sl. No.	Budget Head	Amount (Rupees in lakhs)	
		Year 1	Year 2
Grant-in-aid General – 35 (Non-recurring)			
i.	Equipments		
ii.	Minor repairs of Labs/workshops/classrooms		
iii.	Total (year-wise)		

Grant-in-aid General – 31 (Recurring)			
iv.	Honorarium to existing/visiting/private faculty		
v.	Honorarium to Principal, Nodal Officer		
vi.	Hiring charges for Lab Attendant(s)		
vii.	Faculty training		
viii.	Consumables		
ix.	Curriculum Development		
x.	Travel/Industrial visits		
xi.	Seminars		
xii.	Admission/Examination/Assessment including Assessment Fee of Sector Skill Council for Skill Component		
xiii.	Scholarship to students		
xiv.	Operating Expenditure including hiring of office staff on contract basis		
	Total (year-wise)		

- 11.2. After the approval of the competent authority, grant would be released to the Principal / Registrar / Finance Officer of the host college/university by UGC. A 10% re-appropriation of total approved grants will be allowed at institutional level.
- 11.3. The institution shall open a separate bank account for incurring expenditure on CC related activities. The Grant-in-Aid would be released by UGC directly into this bank account through e-payment. The CC shall submit Mandate Form in prescribed format given at Annexure B, for receiving e-payments directly in their bank account. Interest earned on the

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grant, fees collected or any other income will be reflected as receipts and will be treated as additional resources for CC which may be spent on approved items with the permission of the UGC. This will also be reflected in the Utilization Certificate (UC).

- 11.4. After approval, the whole of the grant approved for non recurring items and recurring grant approved for one year will be released as first installment of grant. However, grant towards repair/ alteration of the building will be released after receiving proposal from the institution as per the procedure laid down by the Commission for building grants. The release of subsequent installments shall be subject to submission of UC and other requirements of the previous installments, as may be specified by UGC.
- 11.5. Each CC shall furnish UC in prescribed format given at Annexure C, Statement of Accounts (SOAs) and any other documents as may be prescribed by UGC.

12. MONITORING AND REVIEW OF PERFORMANCE OF THE COMMUNITY COLLEGES

- 12.1. Every CC shall prepare a schedule of activities along with time lines. While the Principal will be responsible for time bound achievement of the milestones, the Board of Management (BoM) of the CC would monitor its progress periodically, but at least once in six months. The review report of the BoM shall be submitted to the UGC, as per the format attached in Annexure – D and Annexure – E. The UGC may constitute an Expert Committee to visit any of the community colleges for on the spot inspection of its activities at any point of time.
- 12.2. The Monitoring of the scheme should necessarily also look at the following areas:
 - a) Funds received and utilised by the college.
 - b) Student intake proposed, students admitted, on rolls, drop outs and certified – course wise.
 - c) Students placed – role / designation, organisation, starting salary, location.
 - d) Industry engagement: MoUs, guest lecturers invited, internship and on job training, workshop facilities provided on their premises / in CC premise, commitment on recruiting students, students actually recruited and their average salary, financial assistance provided to the college.
 - e) Curriculum alignment with industry requirements, National Occupational Standards and NSQF.
 - f) Lab / workshop facilities.
 - g) Extent of alignment with the needs of the local community.

13. These guidelines will also apply to all such colleges / universities which have already been approved by UGC under this scheme.

Annexure-A SCHEME FOR COMMUNITY COLLEGES

PROPOSAL FORM

Detailed financial requirements for the Proposed Community College

1. **Details of the Proposed Community College:** *Please ensure that the details entered below match exactly with the details registered with UGC*

1.	Name of the Institution:			
2.	Full Postal Address:			
3.	Name of the Affiliating University			
4.	Whether covered under Section 2(f) and 12(B) of the UGC Act, 1956	Yes / No	Whether Autonomous	Yes / No
5.	Whether the college is aided or self financing?			
6.	Name, designation and contact details (Tel/fax/mobile/email) of Head of the Institution			
7.	Website URL of the College / University			
8.	Any other relevant information (Maximum 100 words) College / University may like to share			

2. Details of the Proposed Programmes

S. No.	Trade or Sector Name	Name of the Programme(s) (Cert., Diploma, Adv Diploma)	Duration		No. of credits	Job Roles and Levels proposed (*)	Partner Industry	Certification Authority	Proposed intake of students (Annually)
			Hours	Months					
1.									
2.									
3.									
4.									

(*) A separate sheet may be attached for further details.

The details of **all the proposed programmes** should be incorporated in the same proposal, as above, and separate proposals for each course must not be submitted.

3. Governance Structure of Community Colleges:

3.1. Will the **Board of Management / Executive Council** for the proposed Community College be same as that of the host Institution? (YES / NO)

3.2. Please provide the proposed composition of **Board of Management / Executive Council** of the Community College with name / designation / address and contact details of Members: *(At least one Industry partner should necessarily be a part of BoM)*

S.No.	Name	Designation in parent organization	Address	Contact Details (Mobile, email)
1.				
2.				
3.				
....				

3.3. Is **Board of Studies** of proposed Community College same as that of the host Institution:

3.4. Please provide composition of **Board of Studies** of the Community College with name / designation / address and contact details of Members: *(Subject matter experts from the industry partner should necessarily be in the BoS for each of the respective trades / Sectors)*

S.No.	Name	Designation in parent organization	Address	Contact Details (Mobile, email)
1.				
2.				
3.				
....				

4. Curriculum Design

4.1.1. Has the Curriculum for each programme been developed in consultation with the:

a) SSC? YES / NO

b) Industry partner? YES / NO

4.1.2. Please provide details of Industry / SSC Representatives (Name / Designation/ Address) involved in design and preparation of curriculum for each of the proposed programme (s):

S.No.	Name of the Programme	Details of the Industry Representative(s)		
		Name	Name of Organisation and Address	Contact Details (Mobile, email)
1.				
2.				

4.1.3. Alignment with National Occupational Standard of the Sector Skills Council and NSQF:

S.No.	Name of the Sector / Programme	Sem-ester	Job role(s) Covered	NSQF Level	Remarks
1.		1			
		2			
		3			
		4			
2.		1			
		2			
		3			
		4			

Add more rows, if needed.

4.1.4. Has the curriculum been approved by the Board of Studies of the Institution? (YES / NO)

4.1.5. When was the curriculum approved by the Board of Studies of the Institution?

5. Availability of Faculty

S.No.	Name of the Programme	Number of Faculty				Name of the Industry Partner providing guest faculty
		Needed	Available with Host Institution	Guest Faculty to be hired	Guest faculty to be provided by Industry Partner	
1.						
2.						
3.						

6. Training needs of Faculty

S.No.	Name of the Programme	Details of Training Needed and duration	Training Provider (NSDC / Industry)
1.			
2.			

7. Availability of Infrastructure: Please Provide details of physical infrastructure

S.No.	Name of the Programme	Availability of physical infrastructure		
		Infrastructure	Available in the Host College/ University	To be provided by Industry Partner
1.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		
2.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		

8. Learner placement plan:

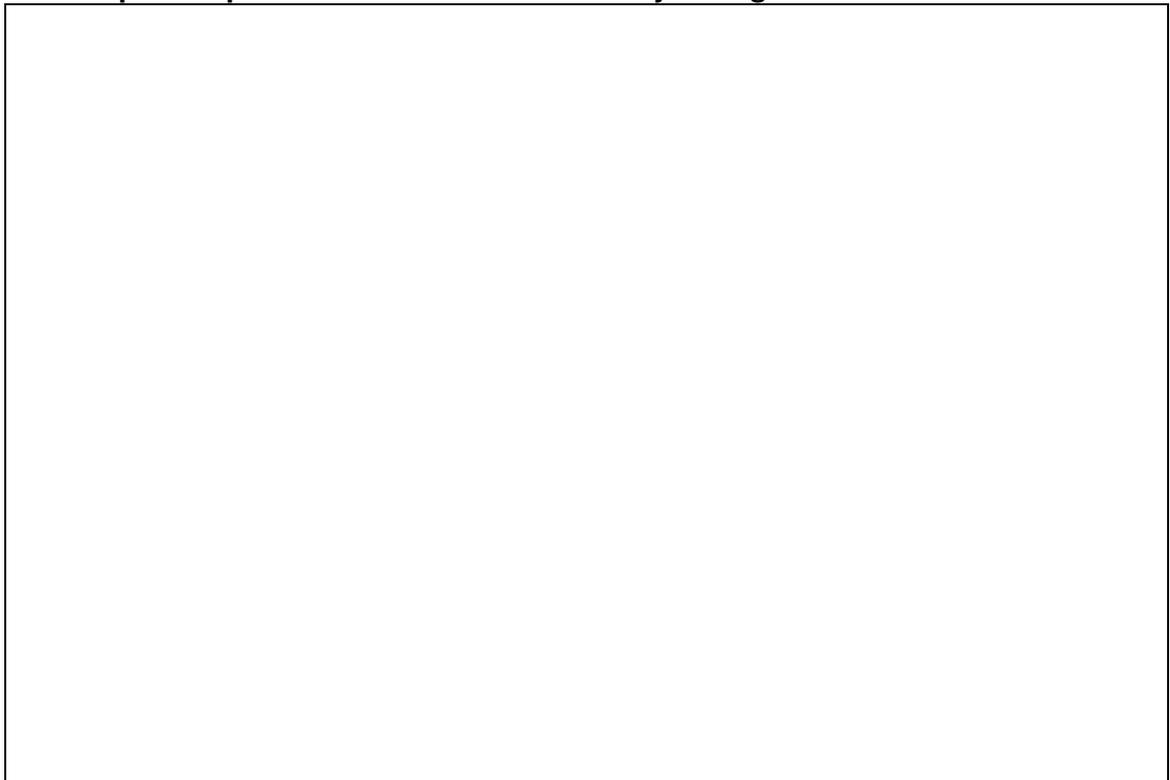
8.1. Please provide details of plans, for enabling placement of students of Community College in partner industry:

S. No.	Name of the Programme	Details of proposed placement of learners	
		Industry Partner name(s)	Expected placement Numbers by the partner industry at the end of the programme
1.			
2.			
3.			

8.2. How would the Community College set up an effective mechanism for placement of students?



9. Roadmap for implementation of the Community College Scheme:



10. Details of Expenditure: (It is assumed that the existing infrastructure / faculty will be used as far as possible. The expenditure to be listed here is only for any incremental requirements the host institution may have for running the Community College.)

10.1 To be incurred by the host institution (College / University)

Sl. No.	Components	Amount (Rupees in lakhs)			Remarks <i>(Provide justification for expenditure)</i>
		Year 1	Year 2	Total	
Non-recurring					
i.	Equipments				
ii.	Minor repairs of Labs/workshops/classrooms				
iii.	Total (year-wise)				

Recurring					
iv.	Honorarium to existing/visiting/private faculty				
v.	Honorarium to Principal & Nodal Officer				
vi.	Hiring charges for Lab Attendant				
vii.	Faculty training				
viii.	Consumables				
ix.	Curriculum Development				
x.	Travel/Industrial visits				
xi.	Seminars				
xii.	Admission/Examination/Assessment*				
xiii.	Scholarship to students				
xiv.	Operating Expenditure including hiring of office staff on contract basis				
	Total (year-wise)				

The details of financial requirements for **all the proposed programmes** should be incorporated at one place only the same proposal, as above, (may be indicated as A, B, C and so); separate proposals for each course must not be submitted.

11. To be incurred by the industry partner

S. No.	Components	Expenditure (amount in Rs.)			Remarks (Provide basis for expenditure)
		Year-1	Year-2	Total	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
TOTAL					

12. Student / Learner Fee details:

S.No.	Programme(s)	Fee per student	Proposed student intake per year			Total Fees proposed to be collected		
			Y1	Y2	Total	Y1	Y2	Total
1.								
2.								
Total								

13. Any other Information which the host college / university may like to provide.

Signature with Seal of the Head of the Host Institution

Name :

Date:

ANNEXURE – B

Mandate Form

Electronic Clearing Service (Credit Clearing)/ Real Time Gross Settlement (RTGS) facility for receiving payments.

A. Details of Accounts Holders:-

1.	Name of Account Holder	
2.	Complete Contact Address	
3.	Telephone Number/Fax/E-mail	

B. Bank Account Details:-

1.	Bank Name	
2.	Branch Name with Complete Address, Telephone No. and E-mail	
3.	Whether the Branch is computerized?	
4.	Whether the Branch is RTGS enabled? If yes then what is the Branch's IFSC Code	
5.	Is the Branch also NEFT enabled?	
6.	Type of Bank Account (SB/Current /Cash Credit)	
7.	Complete Bank Account No. (Latest)	
8.	MICR Code of Bank	

I hereby declare that the particulars given above are correct and complete. If the transaction is delayed or not effected at all for reasons of incomplete or incorrect information I would not hold the use Institution responsible. I have read the option invitation letter and agree to discharge responsibility expected of me as a participant under the Scheme.

Date:

Signature of
Customer

Certified that the particulars furnished above are correct as per our records.

(Bank's Stamp)

Date:

Signature of
Customer

1. Please attach a photocopy of cheque along with the verification obtained from the bank.
2. In case your Bank Branch is presently not "RTGS enabled", then upon its up gradation to "RTGS Enabled" branch, please submit the information again in the above proforma to the Department at earliest.

NOTE:- Refund of Security Deposit/ Hire Charges Due to operation of E-payment w.e.f. 01/04/2012 the Mandate form may please be submitted, duly verified by the bank, to this office for claiming Refund of Security Deposit/Hire Charges along with a photocopy of blank Cheque.

ANNEXURE – C

UNIVERSITY GRANTS COMMISSION, NEW DELHI
Utilization Certificate

It is certified that the total grant of Rs. _____ (Rupees)
sanctioned by the UGC vide letter No. F. _____ dated _____
has been utilized by the college/university as per details given in the attached statement in
accordance with the terms and conditions laid down by the UGC vide its letter
No _____ dated _____ and that all the terms and conditions have been
fulfilled by the college/university and the grant has been utilized for the purpose for which it
was sanctioned.

It is further certified that the inventories of permanent and semi-permanent assets
created/acquired wholly or mainly out of the grants given by the UGC as indicated in the
enclosed statement are being maintained in the prescribed form and are being kept up-to-
date and these assets have not been disposed off, encumbered or utilized for any other
purpose.

If as a result of check or audit objection, some irregularity is noticed at a later stage, the
college/university will refund the objected amount.

Signature of Principal / Registrar with Seal

Signature of Auditor with
Seal

Note: The Utilization Certificate should be accompanied by audited statement of account
indicating expenditure on various items.

ANNEXURE – D

UNIVERSITY GRANTS COMMISSION, NEW DELHI
Annual Progress Report
(to be submitted annually to the UGC by each CC)

1. Name and Address of the college:
2. Name of the Principal of the College:
3. Period of the Progress Report:
4. Activities Taken up During the Year:
5. Utilization of Grants during the Year:
6. Specific Outcome:
7. Difficulties encountered in implementation, if any:

CERTIFICATE

This is to certify that the data/ information presented in this Annual Progress Report are true and correct to the best of my knowledge and belief and the required documents will be provided to the UGC, as and when the same are called for.

Signature with Seal of
Principal of the College / Registrar of the University

Place:
Date:

ANNEXURE – E

Proforma for submission of Review Report for Community Colleges

PART- A:

Information about existing facilities and programmes:

SECTION-A : General Information	
1.	Name of the University / College with Complete postal address including Pin-Code <i>Indicate name of affiliating University</i>
2.	Name of the Principal Telephone No. with STD Code Mobile number Fax No. E-mail Website (URL)
3.	Name of the Nodal Officer Telephone No. with STD Code Mobile number Fax No. E-mail Website (URL)
4.	Location of College a) Urban <input type="checkbox"/> b) Rural <input type="checkbox"/> c) Tribal <input type="checkbox"/>
5.	Name of Trades and Specializations approved by UGC under Community College Scheme a) Name of Course * <input type="text"/> b) Date of start of Course <input type="text"/> a) Name of Industry Partner : <input type="text"/> <div style="border: 1px solid black; width: 150px; height: 80px; margin-left: 100px;"></div> <p>* indicate 1 for Certificate, 2 for Advance Certificate, 3 for Diploma and 4 for Advanced Diploma Courses</p>

SECTION-B: Infrastructure & Faculty

SECTION-B: Infrastructure & Faculty		
6.	Details of available / developed Laboratories for specific trades and specializations offered	
7.	Courses dealt by faculty from Partner Industry : Total hours per week learning experience from industry partner:	
8.	Computer Internet Facility	Yes / No
9.	Details about internal faculty members involved in Community College Scheme:	
10.	Details about in-service training for teachers for specific trades / specializations offered:	
11.	Availability of workshop Facility for face-to-face delivery of skills and hand on practice:	

SECTION-C: Students		
12.	Student Details	a) Intake Approved by UGC: <input type="text"/> b) Number of Students actually admitted : <input type="text"/> (i) Category G, SC, ST, OBC <input type="text"/> (ii) Sex M/F <input type="text"/>
SECTION-D : Curriculum		
13.	Curriculum	a) Whether the Curriculum was developed with the participation of Industry: b) Whether the curriculum designed is consistent with the NOSs and qualification packs formulated through NSDC: c) Whether the curriculum vetted by University: d) Does the assessment criteria include evaluation of skills from 'Sector Skill Councils':
SECTION-E : GOVERNANCE AND MONITORING		
14.	Composition of BoM:	a) Members from College: b) Representatives from University: c) UGC Nominee: d) State Govt. Nominee: e) Representatives from Partner Industry: f) Representatives from Industry Associations: g) Professional Experts: h) Representatives of Local Bodies:
15.	Meetings of BoM (under clause 5.1 of CC guidelines):	a) Dates of Meetings of BoM: b) Major resolutions: c) Enclose Minutes of Meetings: d) Overall assessment and performance grading as indicated by BoM:
16.	Board of Studies:	Enclose Constitution and Minutes of Meetings of BoS for each trade / Specializations:
17.	Statement of Financial Expenditure:	Enclose itemise Statement of Expenditure up to 31 March 2014 :
18.	Any other matter:	
