VINOBA BHAVE UNIVERSITY, HAZARIBAG

**REGULATION FOR COMMUNITY COLLEGES**

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.

**1. OBJECTIVE**

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.

**2. TARGET / ELIGIBILITY**

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 CC should not be a part of departments of a university /college and it should have a separate entity within the institution.

**3. GOVERNANCE OF COMMUNITY COLLEGE**

**1. BOARD OF MANAGEMENT (BOM)**

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.

**2. THE BOARD OF STUDIES (BOS)**

**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.

**4. PROGRAMMES AND CURRICULA IN COMMUNITY COLLEGES**

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.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NSQF  Level | Skill Component  Credits | General  Education  Credits | Normal  Duration | Exit Points /  Awards |
| 4 | 18 | 12 | One Semester | Certificate |
| 5 | 36 | 24 | Two Semesters | Diploma |
| 6 | 72 | 48 | Four Semesters | Advanced Diploma |
| 7 | 144 | 96 | Six Semesters | B. Voc. |

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.

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 general educationcomponent of the curriculum shall be decided by the Board of Studies of thecommunity college concerned. While doing so, they may work towardsaligning 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 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.

All the programmes offered under CC will be full time courses and should not be conducted as add-on programmes.

5. INFRASTRUCTURE AND FACULTY IN COMMUNITY COLLEGES

1. 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. 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.

2. The CC may also have a part time Nodal Officer for overall coordination of all the courses, liaisoning 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.

3. 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.

4. 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.

6. **ADMISSION, FEE AND SCHOLARSHIPS**

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.

2. Equal weightage should be given to vocational subjects at +2 level while considering the students for admission into CC for recognition of skills credits.

3. 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.

4. 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.

5. The applicants seeking re-entry into the CC should get preference in admission

over the new applicants.

6. Student fee should be decided as per the prevalent practice for fee fixation for aided courses.

7. Attempt should be made to recover part of the operating expenditure from the student fee.

8. 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.

9. Students counseling should be an integral part of the admission process.

Parents should also be involved appropriately.

7. ASSESSMENT

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.

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**

3. The general education component like communicative English and work place skill 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 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.

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.

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.

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.

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

SGPA (Si) = ∑(C i x G i ) / ∑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.

CGPA = ∑(Ci x Si) / ∑ Ci

where ‘Si’ is the SGPA of the ith semester and Ci 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.

8**. CERTIFICATION AND AWARDS**

1. 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.

2. 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).

3. 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.