



VOCATIONAL DEGREE COLLEGE

Postal Address: Nandan-Kanan, Ground Floor, Ward No.-23, Eidgah Mohalla,
P.O.-Dehri-On-Sone, Dist.-Rohtas (Bihar) Pin 821307.

email:-nvsdelhi55@gmail.com <http://vdc.org.in> +91. 9576740702 8521772770

Certification Under GOI-UGC Approved Vocational Education Under HEI/ VET/TVET Scheme: Govt of India

Higher Education Unit of NAV VIHAR SHIKSHA SAMITI Regd. By NCT Govt. of Delhi, INDIA

Ref. No.....

Date.....

COMMUNITY COLLEGE

The Ministry of Human Resources Development Considered the establishment of Community Colleges to serve as an important bridge between vocational Education & Training and higher education. Another purpose of community college is to formalize skills through certification procedures.

Guidelines on a Scheme for Community college that include the recognition of prior skills and learning were prepared by the University Grants Commission (UGC- 2012). Community Colleges are an alternative system which aims to empower industrials through appropriate skills development leading to a Qualifications in the National Skills Qualification Framework (NSQF) Studying at a Community College can lead to a two year advanced diploma or associate degree and hence to transfer to an under graduate college for Completion of a degree. Alternatively, it can lead to the students direct with a certificate or diploma by completing the required number of credits) as an illustration, the following types of Qualifications are awarded in Community Colleges at level 5 & 6 of the National Skill Qualification Framework (NSQF).



INDIA NON JUDICIAL Government of Bihar

e-Stamp



Certificate No. : IN-BR-2502298351
 Certificate Issue Date : 05-Dec-2025 01:13 PM
 GRN No. : BHR20251129163648564901E
 Unique Doc Reference : EST-BR-3202-2500031780
 Party Name : MADAN PRASAD SRIVASTAVA
 Purchased by : MADAN PRASAD SRIVASTAVA
 Purpose : NA Article no (NA)
 Stamp Duty Paid (Rs.) : 100 (One Hundred Only)
 Reg. Fee (Rs.) : 0 (Zero Only)
 LLR & P Fee (Rs.) : 0 (Zero Only)
 Miscellaneous Fee (Rs.) : 0 (Zero Only)
 Discore SC (Rs.) : 0 (Zero Only)
 Total Amount (Rs.) : 100 (One Hundred Only)

AUTHENTICATION
 No. 222 Date 05/12/25 Time.....
 Authorised U/S 5(1) of the Notaries Act. (1952)
 NOTARY SIKHAR

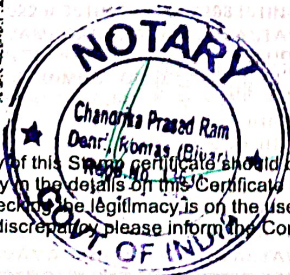
Community College

In, India a Community College is a Post Secondary Institution Focused on a job oriented education offering courses of 6 Months to 2 years duration, general and skill based learning, unlike a traditional university it is designed for local communities to provide skills for immediate employment remedial degree, and lifelong learning opportunities.

The scheme was officially launched in the 12th five year plan and aims to make higher education more relevant and accessible.



IN 2502306866



Statutory Alert:

1. The authenticity of this Stamp certificate should be verified at <https://enbandhan.bihar.gov.in> or using enbandhan Mobile App. Any discrepancy in the details on this Certificate and as available on the website/Mobile App renders it invalid.
2. The onus of checking the legitimacy is on the users of the certificate.
3. In case of any discrepancy, please inform the Competent Authority.

STATUS ON IMPLEMENTATION OF COMMUNITY COLLEGE SCHEME

✓ In order to increase the employability of the students pursuing higher education, a concept note was presented in the conference of the State Education Ministers held in February, 2012. The concept to integrate skills in higher education was unanimously accepted and a group of State Education Ministers was constituted to suggest the ways and means to achieve this objective. The report of the Committee on "Concept and Framework of Community College Scheme" was presented by the Chairperson of the Committee in the conference of the State Education Ministers held in June, 2012, which accepted the report and endorsed the recommendation to operationalise 200 community colleges on pilot basis from the academic year 2013-14 from the existing colleges/polytechnics, on the patterns of community colleges working in various parts of the world.

2. Based on the Concept and the Framework of the Community College Scheme as suggested by the Committee of State Education Ministers, Government of India decided to establish 200 community colleges on pilot basis from the academic session 2013 [Annexure-I]. This was communicated to the States/UTs Education Ministers vide letter dated 3.7.2012 of the Human Resource Development Minister, Government of India with a request for a time bound action inter-alia with regard to identification of Nodal Officer in the States/UTs, identification of host institutions i.e. colleges/polytechnics, identification of industry/trade/vocations/activities etc. preparation of curriculum, training of teachers/trainers, constitution of states/UTs monitoring committee.

3. With a view to make the skill acquired by the learners acceptable nationally, the curricula and system of certification has to be done against a national standard. In order to facilitate offering of nationally standardized skill related programmes, the Government of India (Ministry of Human Resource Development) has already notified the National Vocational Education Qualifications Framework (NVEQF) on 3rd September 2012 (F.No. 1-4/2011- VE) which is available at http://mhrd.gov.in.voc_eduu. It is a nationally integrated education and competency-based skill framework that will provide for multiple pathways, both within vocational education and between general and vocational education, to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and / or skill system. It will permit 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 or diploma or advanced diploma or PG diploma or a degree in common parlance.

✓ 4. The Concept and Framework of Community Colleges scheme was also discussed in the conference of Vice Chancellors of Central Universities held on 22.6.2012 and subsequently in the Retreat of Vice Chancellors in Chandigarh on 5-6, August, 2012 with regard to flexible education system wherein amongst others offering of choice -based vocational courses from academic session 2013 at all levels with flexibility to exit and re-entry to the students, linking of NVEQF to programmes offered within the university

system, integration of skills with general higher education courses by offering short duration skills oriented courses etc. were discussed and unanimously endorsed. Proposals to this effect have been sought for from the Central Universities.

5. A number of national and regional level seminars/workshops were held in New Delhi, Lucknow, Mumbai, Bengaluru, Hyderabad, Itanagar and Guwahati to sensitize the stakeholders who would ultimately play key role in the implementation of the Community Colleges Scheme. In pursuance of this capacity building exercise, a two-day international conference was also organized in New Delhi on 6th and 7th February, 2013 to provide an opportunity to learn from the experiences of the Managers of the CCs across the world, to identify areas of collaboration and forge partnership for national and international collaboration.

6. In this conference, the Managers of the Community Colleges (CCs) and high officials of the relevant industries from Australia, Canada, Germany, New Zealand, UK and USA as well as from our own country participated. In all approx. 500 participants attended the Conference of which 90 were foreign delegates.

7. The conference, inter-alia, discussed issues on demand-supply mismatch of the skilled manpower, requirement of skilled work force by the industry, design of model courses with multiple entry and exit options to the learners in different vocations based on the needs of the community, thrust on 'hands-on' practical training and training of trainers/teachers. It also provided opportunity for networking between the foreign Community Colleges/institutions and their Indian counterparts with a view to identify areas for national and international collaboration.

8. Based on the information furnished by Indian and Foreign participants, the networking information has been compiled country-wise (who participated in the conference-USA, UK, Australia, Canada, New Zealand and Germany) [**Form A & Form B**]. The compiled information gives the details about the proposals of the community colleges, names of course and possible areas of collaboration/networking with the community colleges of USA, UK, Australia, Canada, New Zealand and Germany. The above details of collaboration have already been shared with the concerned High Commission/Embassy of the above mentioned 6 foreign countries and all Principal Secretaries of the concerned States/UTs. Ministry of Human Resource Development is vigorously following the development in this regard.

9. The Government of India (MHRD) and the Government of UK have also signed a MoU on a framework for development of Community Colleges under UK India Education and Research Initiative (UKIERI). The duration of MoU will be w.e.f. 20.02.2013 to 31.3.2016. One of the activities mentioned in the MoU is developing community colleges. This activity will facilitate development of links between selected community colleges of India and those in the UK. A maximum of 25 partnerships will be supported over the duration of this MoU by the UKIERI.

10. The model scheme on community colleges as conceptualized by MHRD has been shared with UGC and AICTE for funding them to make them functional from the current academic session 2013-14. UGC would fund the community colleges hosted in a college while AICTE would fund the polytechnics hosting the community college.

11. 140 financial proposals (82 polytechnics and 58 colleges) from 27 States/UTs have been received in the Ministry, so far. They have been forwarded to UGC and AICTE respectively for their consideration to release financial assistance to enable them to implement the Scheme from this current academic year.

12. Latest reminder to all other States/UTs including Vice-Chancellors of the Central Universities who have not so far submitted their financial proposals have also been issued on 16.05.2013.

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 future. Every country develops its own system of education to express and promote its unique socio-cultural identity besides meeting the challenges of time to leverage the existing potential opportunities. India, at present, is recognized as one of the younger 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 education system which is of high quality, affordable, flexible and relevant to the individuals, as well as to the society as a whole.

The country faces a demand – supply mismatch, as the economy needs more 'skilled' workforce as also the managers and entrepreneurs than produced 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.

The 12th Five Year Plan Document of the Planning Commission has 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) contracted training and education programmes for local employers; (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 afford easy access to underprivileged students and such colleges could either be established as affiliated colleges of universities or as entirely autonomous institutions.

UGC GUIDELINES FOR COMMUNITY COLLEGES

1. INTRODUCTION

- 1.1. The Community College model, by and large, will be accessible to a large number of individuals of the community, offer low cost and high quality education locally, that encompasses both vocational skills development as well as traditional coursework, thereby providing opportunities to the learners to move directly to the employment sector or move into the higher education sector. It offers a flexible and open education system which also caters to community-based life-long learning needs. It has a synergistic relationship between the community, community college and the job market.
- 1.2. 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 which received the concurrence of the State Education Ministers in the conference held on 6th June, 2012.
- 1.3. The Government of India has accepted this report and decided to introduce this scheme during the 12th Five Year Plan.

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 with necessary general education to Senior Secondary School pass-outs not willing to join existing higher education system;
- (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 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 NVEQF level.

UGC GUIDELINES FOR COMMUNITY COLLEGES

3. TARGET / ELIGIBILITY

- 3.1. Colleges and universities 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 colleges and universities (State, Central and Government Deemed Universities) may submit the proposal under the Scheme as per the format given in Annexure – A, to UGC.
- 3.2. The CC should not be a part of university department. It applies to both State and Central Universities. However, if it is established by the university, it should have a separate entity.

4. SELECTION OF COMMUNITY COLLEGES

- 4.1. The CC would be hosted in the existing college / university. While selecting the host institution for the CC, preference will be given to such colleges / universities which have proximity to the local industry partners. 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.

5. Governance of Community Colleges

- 5.1. Each CC will constitute a separate Board of Management for its effective governance which shall include representatives of the affiliating university, relevant industries, their Associations / Professional Guilds, Local Bodies, State Government and UGC nominee. 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 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 representative from any of the partner industry as its Co-Chairperson. BoM shall meet periodically to review the functioning of the CC and thereafter as and when required, but at least once in three months.
- 5.2. The Board of Studies (BoS) would have representatives from the college, university to which the college is affiliated, partner industries and their associations / professional guilds. 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, and develop the curriculum in modular form in consultation with the partner industry.

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, so that they remain updated on the requirements of the workforce for the local

UGC GUIDELINES FOR COMMUNITY COLLEGES

economy. These colleges should also preserve and promote the cultural heritage of the locality, 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. With a view to make the skill acquired by the learners acceptable nationally, the curricula and system of certification has to be done as per the national standards. In order to facilitate offering of nationally standardized skill related programmes, the Government of India (Ministry of Human Resource Development) has already notified the National Vocational Education Qualifications Framework (NVEQF) on 3rd September 2012 (F.No. 1-4/2011-VE). 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 enable 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 or diploma or advanced diploma or PG diploma or a degree in common parlance. Government of India is in the process of finalizing National Skills Qualification Framework (NSQF) which will replace NVEQF.
- 6.3. The Community College Scheme will lead upto Advanced Diploma Level only.
- 6.4. CC, in consultation with the local partner industry, will develop the curriculum under the overall guidance of the Board of Studies and Board of Management in case of colleges. However, universities may follow their prevailing practice in this regard. While doing so, they may work towards aligning the curriculum with the National Occupational Standards being developed by the respective Sector Skill Councils. This would promote national and global mobility of the learners, as well as higher acceptability by the industry for employment purposes. CCs will also work towards aligning the course architecture and curriculum design with NVEQF / NSQF.
- 6.5. If the CC forms a part of an Autonomous College declared by UGC, it may follow the normal process of approval, as applicable, for approval of courses and curriculum in Autonomous Colleges. If it is not an autonomous college, the skill component of the curriculum may be got vetted by the appropriate Sector Skill Council. If there is no Sector Skill Council for a particular discipline, the skill component of the curriculum may be got vetted by the appropriate local industry consortium. In the case of a university, the normal process of approval will be applicable.

UGC GUIDELINES FOR COMMUNITY COLLEGES

- 6.6. The CCs are to offer knowledge – skill mixed programmes of different durations depending on the need of the local industry leading to certification at various levels of the NVEQF / NSQF. The vocational component of these programmes will conform to the NVEQF / NSQF and the general education component may conform to the university norms. CC may also offer opportunities for the recognition of prior skill and learning, and bridging the gap in skill and learning outcomes to facilitate certification in one of the levels of NVEQF / NSQF.
- 6.7. The practical / hands-on portion of the vocational component of the curriculum shall be transacted normally in face to face mode. However, if due to the nature of the skill to be learnt, the industry prescribes its acquisition through blended or distance mode, the same may be followed. In a nutshell, the emphasis shall be on learning outcome and not the input and processes. The general aspect of the curriculum may be transacted in any mode without compromising on quality.
- 6.8. 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.
- 6.9. The CCs will offer credit-based modular programmes, wherein banking of credits shall be permitted so as to enable multiple exit and entry. This would enable the learner to seek employment after any level of certification 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 to move from vocational stream to general stream and vice versa subject to fulfilling the entry qualification. Certification of any level of the NVEQF / NSQF will be the entry qualification for the next level of the NVEQF / NSQF.
- 6.10. Recognition of Prior Learning (RPL): Currently, India's Vocational Education Training (VET) system has almost no system where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of the people in various parts of the country. Institutions with requisite experience will be authorized by the certifying body to conduct assessment for RPL. Objectives of RPL will be twofold: (i) recognition of prior learning or qualification acquired outside the learning path, and (ii) recognition of credits obtained through formal learning. This would lead to career progression and skill up-gradation of the learners as well as engagement of the experienced practitioners as resource persons.
- 6.11. 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 industry, keeping in view their requirements and changes in

UGC GUIDELINES FOR COMMUNITY COLLEGES

NOSs, Skills Gap analysis report published by the NSDC, industry associations, Sector Skills Councils, Government agencies etc. should also be leveraged upon while deciding the course in consultation with the local industry. The CCs shall incorporate this as a continuous and dynamic process in-built in their system.

- 6.12. The CCs may also offer short-term certificate programmes of various durations to the learners which would serve the life-long learning needs of the community.
- 6.13. The CCs may like to appropriately use Technology to improve the effectiveness of the delivery and of courses.

7. Infrastructure and Faculty in Community Colleges

- 7.1. The CCs shall operate in the identified buildings and premises of existing colleges / universities. They may use industry sites and those of the approved "Skill Knowledge Providers" (SKPs) wherever required for imparting necessary skills. Each CC needs to have adequate laboratory / workshop facilities for face-to-face delivery of skills and hands-on practice either owned or arranged through tie up with the partner industry or other institution recognized by the certification agency.
- 7.2. In the CCs, the faculty would typically consist of a permanent core, and a pool of guest / part-time faculty taken from either the industry or open market for imparting skills. The mix of permanent / part time / guest / adjunct faculty would be decided by the host institution with the approval of BoM depending on the local need 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 Coordinator for overall coordination of all the courses, liaising with the Industry and other stakeholders.
- 7.4. For guest lecture/ part time faculty etc, sufficient knowledge of the sector along with relevant industry experience of minimum 2-3 years is desirable.
- 7.5. The standard of knowledge and skills of the faculty and instructors also need continuous updating through appropriate training and exposure programmes in collaboration with the university, technical education institutes, and industry.

UGC GUIDELINES FOR COMMUNITY COLLEGES

7.6. Honorarium to the existing faculty/ non faculty including the Principal and Coordinator, may be as under:-

Principal	Rs.10,000/- per annum
Coordinator	Rs. 5,000/- per month, per course
Existing Faculty	Rs.500/- per lecture
Visiting / private faculty	Rs.1,000/- per lecture

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. However, provision should be made to enroll students who will come up to this level following the NVEQF / NSQF, thus assuring vertical mobility for students who have completed Level-3 and Level-4.
- 8.2. 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.
- 8.3. Admissions may be done on a rolling basis 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, round the year and not just once in a year.
- 8.4. The applicants seeking re-entry into the college 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 fees.
- 8.7. In order to motivate students to join courses under the scheme, an amount of Rs. 1,000/- per month should be provided to the students under this scheme. This should be paid based on satisfactory attendance.
- 8.8. Students counseling should be integral part of the admission process. Parents should also be involved appropriately.

UGC GUIDELINES FOR COMMUNITY COLLEGES

9. Assessment

- 9.1. Appropriate mechanism for assessment of the learners' progress towards acquisition of knowledge and skill should be developed by the Community Colleges. Partner industries should also be given a clear and well defined role in the assessment of the learners.
- 9.2. Practical or hands on skills should be given comparatively more weightage in the overall assessment plan.
- 9.3. The CC 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. They should also involve the SSCs in the assessment process, wherever required. It applies to colleges, both Autonomous and non-Autonomous, and universities to maintain Occupational Standards and the fitness for the job.

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 by the certification body and not on the duration of the calendar time spent in pursuing the course.
- 10.2. The certificate shall mention the credits earned, course duration (in hours), and the curriculum covered. If the course is aligned with NVEQF / NSQF, the corresponding NVEQF / NSQF level should also be mentioned on the certificate.

11. Guidelines for credit calculations

- 11.1. This section contains credit framework guidelines for the assessing and certifying body. The assessing and certifying body may use them or adapt them.
- 11.2. The following formula may be used for conversion of time into credit hours to facilitate multiple entry and exit at each level (or within a level) with the bundle of credits earned, clearly certified by the Community College.
 - a) One Credit would mean equivalent of 14-15 periods of 60 minutes each, for theory, workshops / labs and tutorials
 - b) For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / workshops
 - c) For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / workshops

UGC GUIDELINES FOR COMMUNITY COLLEGES

11.3. As an illustration, awards could be given at each stage as per Table 1 below, when there are enough students who enter the Community College after completing Level-1 to 4 of Skill components of the NVEQF.

Table 1

NVEQF Level	Skill Component Credits	General Education Credits	Normal calendar duration (post meeting the entry criterion)	Exit Points / Awards
6	72	48	Four semesters	Advanced Diploma
5	36	24	Two semesters	Diploma
	18	12	One semester	Advanced Certificate
	9	6	Three Months	Certificate
Entry: 10+2 or equivalent certificate along with certificate for meeting the learning outcomes of the Vocational / Skills components of Level-1 to Level-4 under NVEQF.				

11.4. However, during the academic years 2013-14 and 2014-15, there are likely to be very few or almost negligible students who would come out of the 10+2 schooling with Skill components of Level-1 to 4. The following design could be adopted during this period:

- a) In Semester-1, skill component could be designed in a way that the student is able to achieve the learning outcomes of Level-4 of NVEQF. It is expected that the time taken to do this for a student, who has completed 10+2, would be at least 50% lesser than the student who does Level-1 to 4 along with school education during classes 9 to 10.
- b) In Semester-2, the skill component should be designed in a way that the student covers the learning outcomes for Level-5 of the skill component.
- c) This may imply that in some areas, the student may have an extra learning load in Semester- 1 and Semester-2, to make up for the Skill

11.5. On completion of Advanced Diploma (120 Credits), a student is eligible for admission to Level-7 (third year), leading to B.Voc. Degree.

12. Financial Assistance for the Community Colleges

12.1. As the CCs are to function from an existing college / university, the fund requirement will be limited to provisions for additional faculty, by way of hiring on contractual basis or as guest faculty and their training / capacity building / skill upgradation, development of curriculum, laboratory, workshop facilities, consumables and scholarships to learners. The CC

UGC GUIDELINES FOR COMMUNITY COLLEGES

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 CC may also evolve different modes of Public-Private-Partnership for funding the operations of the CCs.

- 12.2. The host institution shall prepare a comprehensive proposal for the CC, including the budget in the prescribed format (Annexure A). The proposal shall be scrutinized 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. 1 Crores (Rupees One Crores) per CC per year.
- 12.3. After the approval of the competent authority, grant would be released to the Principal / Registrar of the host college /university by the UGC.
- 12.4. The Principal of the CC shall open a separate bank account for incurring expenditure on CC related activities. The Grant-in-Aid would be released by the 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 grant, fees collected or any other income will be reflected as receipts and will be treated as additional resources which may be spent on approved items with the permission of the UGC. This will also be reflected in the Utilization Certificate (UC).
- 12.5. The annual Grant approved by the competent authority would be released to the CC in three installments, the first installment being 50%, second installment being 40% and third installment being 10% of the total allocation. 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.
- 12.6. 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.

13. Monitoring and review of performance of the Community Colleges

- 13.1. 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 three months. The review report of the BoM shall be submitted to the UGC, as per the format attached in Annexure - D.
- 13.2. The Monitoring of the scheme should necessarily also look at the following areas:

UGC GUIDELINES FOR COMMUNITY COLLEGES

- 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 NVEQF/NSQF.
- f) Lab / workshop facilities
- g) Extent of alignment with the needs of the local community.

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