

DETAILS OF COMMUNITY COLLEGE

1. INTRODUCTION

Ministry of Human Resource Development, New Delhi, Government of India has developed National Vocational Education Qualification Framework (NVEQF) . The NVEQF is a descriptive framework that organizes qualification to a series of levels of knowledge along with skills. The key elements of the NVEQF are to provide.

1. National principles for providing Vocational Education (VE) leading to international equivalency.
2. Multiple entry and exit between VE, general education and job markets.
3. Progression within VE,
4. Transfer between VE and general education, and
5. Partnership with industry/employers.

2. DETAIL OF NVEQF

2.1. National Vocational Education Qualification Framework (NVEQF):

- Recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education
- Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards.

2.2. Observations:

- 80 percent of new entrants to the workforce have no opportunity for skill training.
- Against approximately 15 million per annum new entrants to the workforce, the existing training capacity is approximately 3 million per annum.
- Additionally a large number close to 200 Million at IX, X, XI, XII drop out who need Vocational skills to be employable. This number is likely to be 500 Million by 2020.
- Mere skill building is not widely accepted within the society
- Mere Acquiring degrees or Diplomas does not guarantee jobs. Hence a new paradigm is required to build skills and education together for multiple pathways and multipoint entry exit opportunities.

2.3. Current Scenario

- Water tight educational entry and exit levels
- Increasing drop outs
- Social non acceptance to Vocational Education as an alternate to higher education.
- Loss of productive youth
- Over qualified youth and non availability of appropriate jobs.
- Mismatch between Qualifications and Industry needs.
- Need to provide seamless integration between Vocational education and Regular Higher Education
- Enhancement in GER
- Need to Enhance employability potential

2.4. Objectives

- Bridge skill gap and provide trained manpower to various emerging service sectors in India
- Strive towards development of skilled manpower for diversified sector through short term, structured job oriented Courses.
- Prepare the youth for a vocation of their choice;
- Build a formidable work force of international quality for Demand not only in India but also in all other countries.
- Reduce unemployment by supplying world-class skilled people.
- Reduce cost and improve productivity of services and manufacturing by providing skilled manpower to international standards

2.5. NVEQF Framework

- Currently there is no framework or body in place that integrates formal, vocational Education and the Job market
- AICTE has taken upon the responsibility to contribute to progress the social and workplace landscape in India through integration (Vocational Education & Training) with main education stream
- Provide the students multi level entry/exit system to enable them to seek employment after XII + Level and rejoin the stream as and when required to upgrade his/her qualification/skills.
- AICTE and MHRD have incorporated recommendations of individuals and organizations that are willing to participate in this and put their shoulder to the wheel in this nation building exercise.
- Any student under NVEQF can be sure that the institution is Government authorized and nationally accredited, and that the degree or other qualification will be genuine. This framework would link schools, vocational and University education qualifications into one national system

2.6. Principles adopted for NVEQF

- Localised approach
- Maximum Impact skills and sectors selected
- Subsidized Fee Structure to provide accessibility
- Skills for Women – (Hair Dressing, Beauty Therapy, Teaching, Driving, etc.)
- Centrally administered „Train The Trainers“
- Placement assistance connecting candidates to jobs
- Building pathway for international progression.
- Recognition of prior learning

2.7. Features of NVEQF

- Across sectors and across the country
- Short duration, focused and modular programs
- Practical hands on focus
- Delivery in the local language
- Full day, half day or week end programs
- A network of centers
- Full mobility between formal, Vocational streams of education and the Job market with multi Point Entry and Exit

2.8. Operational Methodology: Integrating VE with & Conventional Education

- Skill Knowledge Providers / Trainers (SKP) to be registered by AICTE or other authorized bodies for imparting specific skills.

- A student registers with an AICTE approved Technical Institute or any other college for a Vocational Diploma or a Vocational Degree or registers with any other Institute affiliated to any Technical Board or a University.
- The student completes the skill modules as required at various certification levels, one level at a time, acquires the necessary credits from the Skill Knowledge Provider/Trainers (SKP), and gives them on to the Institute where he is registered for a Diploma, Post Diploma or a Degree.
- These credits are transferred to the Technical Board or the University as the case may be, which compiles the Vocational Skill credits and the formal education credits and if all such credits are available as required by the certification level, then the Technical Board or the University shall award the certification at that level.
- Certification levels as required will entail the student for the award of a Vocational Degree or a Vocational Diploma or a Vocational Post Diploma.
- The candidates may enter the job market after each certification level or may continue to acquire additional credits in part time / full time mode in order to complete the requirements of Vocational Diploma, Post Diploma or a Vocational Degree.

- In all seven certification levels of „Knowledge and Skill“ have been identified (Refer Appendix-1). First two levels refer to standard IX and X at school level. These shall be with the CBSE schools or schools affiliated to State Boards and equivalent other boards.
- Each level requires 1000 hours of education and training per annum. For the vocational stream leading to a Degree or a Diploma or a Post Diploma, these hours shall have both vocational and academic component. The vocational component will go on increasing as the level of certification increases. The Skill modules or the Vocational content at a certification level could be a single skill or a group of skills of the number of hours prescribed.
- A candidate shall have freedom to choose either a vocational stream or conventional stream to reach graduation level. In addition, a candidates shall have freedom to move from vocational stream to current formal higher education stream or vice versa at various stages. This multi level entry and exit system shall allow the candidate to seek employment after any level and rejoin the education as and when feasible to upgrade qualifications / skill competency.
- A student entering a Vocational stream from general stream can enter at a certain level provided the skills required at that level are acquired, from a registered SKP
- A student who has acquired the skills through work experience, can also enter the Vocational stream at an appropriate level provided he is assessed for the skills acquired from a registered SKP
- The qualification frame work with upward mobility is shown in Appendix-1

3. COMMUNITY COLLEGE :

To achieve the aims of the NVEQF the ministry has decided to open 200 community colleges in India. The objectives and purpose of the **Community Colleges** are as Follows:

- To create a skilled and productive workforce that matches international standard of quality and productivity through integration of vocational education or a Diploma.
- To facilitate grey, blue & rust collared workforce to enhanced & improve their skill set and also to enable them to acquire university level degree or a Diploma.
- It is a system created for addressing the learning needs of the community at low and affordable cost without compromising the quality.

4. SKILL KNOWLEDGE PROVIDER :

The Community College will be run jointly with the host institution that is polytechnic and industry/ skill knowledge provider. The Industry/skill knowledge provider will facilitate the following:

- Help to identification the trades/sector in which community college is to be opened.
- Assistance to design competence based & skill oriented curriculum.
- Help to provide industrial/job training and to perform related practical works in the industry.
- To share guest and expert lectures for transferring skill oriented practical training.
- To help placement at the end of program.

Appendix -1

National Vocational Education Qualification Frame Work (NVEQF) Duration and Entry Level Qualification

Certification Level	Normal Qualification	Case1		Case 2	
		Vocational Qualification	Certifying Body	Vocational Qualification	Certifying Body
1.	Secondary School Grade IX	Grade IX (Vocational)	School	Grade IX (Vocational)	School
2.	Secondary School Grade X	Grade X (Vocational)	School	Grade X (Vocational)	School
3.	Higher Secondary School Grade XI	Diploma (Vocational)	Board of Technical Education	Grade XI (Vocational)	School
4.	Higher Secondary School Grade XII			Grade XII (Vocational)	School
5.	1 st Year Bachelors			Degree (Vocational)	University
6.	2 nd Year Bachelors	Advanced Diploma (Vocational)	Board of Technical Education		
7.	3 rd Year Bachelors				

Suggested Credits:

Qualification	Equivalence		Skill Certification Level	Competency Based Vocational Skill building (in Hrs) (approximate)	General Learning (in hrs.) (approximate)	Total Hrs.
IX std.			1	250	750	1000
X std.	X (Vocational)	X (Vocational)	2	250	750	1000
XI std.	Diploma (Vocational)	XI (Vocational)	3	400	600	1000
XII std.		XII (Vocational)	4	450	550	1000
Year I		Degree (Vocational)	5	550	450	1000
Year II	Advanced Diploma (Vocational)		6	600	400	1000
Year III			7	750	200	1000