<center>**Community College is an Alternative System of Education in India**</center>

1. **The Concept of Community College**
   - **The Community College is an alternative system of education**, which is aimed at the empowerment of the disadvantaged and the underprivileged (Urban poor, Rural poor, Tribal poor and Women) through appropriate skills development leading to gainful employment in collaboration with the local industry and the community and achieve skills for employment and self employability of the above sections of people in the society.
   - The Community College is an innovative educational alternative that is rooted in the community providing holistic education and eligibility for employment to the disadvantaged.
   - The Vision of the Community College is to be of the Community, for the Community and by the Community and to produce responsible citizens.
   - The Community College promotes job oriented, work related, skill - based and life coping education.
   - The Community College initiative is in conformity with the Indian political will that prioritises in education, primary education, information technology education and vocational education.
   - The key words of the Community College system are access, flexibility in curriculum and teaching methodology, cost effectiveness and equal opportunity in collaboration with industrial, commercial and service sectors of the local area and responding to the social needs and issues of the local community, internship and job placement within the local area, promotion of self employment and small business development, declaration of competence and eligibility for employment.

2. **Indian Educational Scenario:**
   India has a huge dropout population. Community College has been the need of the Hour. From the statistics given below, we can see that roughly, above 50 per cent of students drop out at every stage in the school. The questions that arise are, what happens to all those youth who drop out of the educational system between the age group 11-17 years?

Level -Wise Enrolment in School   (in'000) - 2014-2015

LEVEL	Boys	Girls	Total
Primary (I-V)	67609	62892	130501
Upper Primary (VI-VIII)	34501	32664	67165
Elementary (I-VIII)	102110	95556	197666
Secondary (IX-X)	20121	18180	38301
I-X	122231	113736	235967
Senior Secondary (XI-XII)	12440	11061	23501
I-XII	134671	124797	259468

Source : Extracts from Educational Statistics - At a Glance, Ministry of Human Resource and Development,   Government of India, **New Delhi December 2016** (p.4)

Drop - Out Rates in School Education in Lakhs

Classes / Year	Classes (I-V)			Classes (I-VIII)			Classes (I-X)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2010-11	37.2	33.9	35.6	54.7	55.4	55.0	70.6	71.3	70.9
2011-12	36.1	34.4	35.3	57.3	57.1	57.2	64.4	67.6	65.9
2012-13	33.3	31.2	32.3	50.6	47.5	49.2	63.2	62.2	62.7
2013-14	31.9	30.7	31.3	49.8	46.4	48.2	63.2	61.4	62.4

Source : Extracts from Educational Statistics - At a Glance, Ministry of Human Resource and Development,   Government of India, **New Delhi December 2016** (p.36)

3.   Community College - A Perspective

3.1   The Community College - Changing Track. (1996)

3.2   The Community College - A Vision. (1997)

3.3   The Community College - A People's Movement. (1999)

3.4   The Community College - An Alternative System of Education. (2001)

3.1 The Community College – Changing Track

"I am concerned with the large number of students coming out of our Secondary Schools and University Colleges being unable to find suitable employment and not being fully equipped to face life and its challenges. It is necessary to ask the question, for whose good are these educational institutions if they do not prepare young men and women for life in the real world.

I believe that our institutions should Change Track and provide relevant and quality work skills for this large group."

♣ **Press Interview on 1st July 1996 by the Archbishop of Madras Mylapore. His Grace Arul Das James at the launching of the Madras Community College.**

3.2 The Community College – A Vision

"Big and prestigious educational institutions may become slowly extinct because they are unable to give relevant and meaningful education to respond to the challenges of our time. Community College is a welcome change. We have to opt out of the existing situation in higher education…. Community College is a **VISION** and an **IDEA** that is whole heartedly welcome"

♣ **Fr. Louis Xavier, Director, Loyola Institute of Business Administration, (LIBA), Madras, (July 1997).**

3.3 The Community College – A People's Movement

"The Community College system should become a people's movement. It should not be considered as a parallel system. The University model of education especially the affiliated system emphasises the elitistic and exclusive right from the beginning of admission into colleges to the culmination of obtaining a degree. The formal system has nothing much to offer. The industrialists are not any more interested in the products of the formal system because they do not have the skills which the industrial and commercial houses need. The plus two system and the degree level education make the students unemployable for the rest of their lives. Hence we have to develop pluralism in the structure. The Community College system has the flexibility. These colleges should become rural – based."

♣ In these words **Prof. Swaminathan, the Business Editor of the Hindu expressed the need for Community Colleges with a prophetic voice. (January 1999).**

3. 4 The Community College – An Alternative System of Education.

"Coming to the Community College System, I have my appreciation of its well-defined vision and mission. The aim of Community Colleges to reach the unreached, including the excluded and giving the best to the least is laudable. I would like to hail a movement that has a bright future - a movement with many innovative features, a movement that provides an alternative educational system, a movement that supplements state efforts, a movement that cares for the uncared.

♣ **Mr. M. K. Kaw, IAS, Secretary, Department of Education, Ministry of Human Resource Development (MHRD), New Delhi, March 2001.**

4. The Present Scenario

The Community College Movement has become a **National Phenomenon** spreading its wings to many states of India. We have 560 Community Colleges in 28 states of India. Out of which 230 Community Colleges are run by the Arts and Science Colleges that are selected and funded by University Grants Commission (UGC), New Delhi. There are 174 Community Colleges that are run by NGOs, actively Collaborating with ICRDCE in reaching out to the dropouts thus making the Vision and Mission of ICRDCE a viable concrete reality. The table demonstrates the growth of the Community College movement in India.

S.N	Name of the State	No of CC's	S.N	Name of the State	No of CC's
1	Andhra Pradesh	6	2	Assam	3
3	Bihar	3	4	Chhattisgarh	5
5	Goa	1	6	Gujarat	2
6	Haryana	1	7	Himachal Pradesh	1
8	Jharkhand	11	9	Karnataka	23
10	Kerala	3	11	Madhya Pradesh	6
12	Maharashtra	4	13	Meghalaya	1
14	Odisha	3	15	Puducherry	1
16	Tamilnadu	90	17	Uttar Pradesh	2
18	West Bengal	7		**Total**	**174**

5. Seven Stages of Preparation

Stage - I	Clarification and Understanding the **Concept and Implementation** of the Community College System.
Stage - II	**Need Analysis** of the employment opportunities available in the local area and the social needs of the Community.
Stage - III	Main Anchor of the Community College Movement – **Active Participation and Collaboration of Industrial Partners.**
Stage - IV	Deciding the **Job Oriented** Programmes to be given
Stage - V	**Feasibility** Study of the College, facilities, and courses.
Stage - VI	**Recruitment and Training** of Teachers
Stage - VII	Admission of Students and the starting of the College.

6. The Curriculum of a Community College

PART – I - LIFE SKILLS

S. No	Programme	Duration	Hours	Credits
1.	Students Orientation	1 Week	30 Hours	1 Credit
2.	Life Coping Skills	6 Weeks	180 Hours	6 Credits
3.	Interpersonal Relationship and Communication Skills	4 Weeks	120 Hours	4 Credits
4.	Developmental English	6 Weeks	180 Hours	6 Credits
5.	Basic Computer Applications	4 Weeks	120 Hours	4 Credits
	TOTAL	**21 Weeks**	**630 Hours**	**21 Credits**

PART – II - WORK SKILLS

S. No	Programme	Duration	Hours	Credits
1.	Career Guidance and Counseling	1 Week	30 Hours	1 Credit
2.	Work Skills	20 Weeks	600 Hours	20 Credit
	TOTAL	**21 Weeks**	**630 Hours**	**21 Credit**

PART – III - INTERNSHIP AND HANDS ON EXPERIENCE

S. No	Programme	Duration	Hours	Credits
1.	Internship and Hands on Experience	8 Weeks	390 Hours	13 Credits
	TOTAL	**8 Weeks**	**390 Hours**	**13 Credits**

PART – IV - PREPARATION FOR EMPLOYMENT AND EVALUATION

S. No	Programme	Duration	Hours	Credits
1.	Preparation for Employment and Evaluation	2 Weeks	60 Hours	2 Credits
	TOTAL	**2 Weeks**	**60 Hours**	**2 Credits**

TOTAL NUMBER OF CREDITS

Category	Programme	Weeks	Hours	Credits
PART I	Life Skills	21 Weeks	630 Hours	21 Credits
PART II	Work Skills	21 Weeks	630 Hours	21 Credits
PART III	Internship and Hands on Experience	8 Weeks	390 Hours	13 Credits
PART IV	Preparation for Employment and Evaluation	2 Weeks	60 Hours	2 Credits
	TOTAL	52 Weeks	1710 Hours	57 Credits

☞ **One Credit = 30 Hours of work.**

7. Evaluation and Assessment of Skills

♣ The Evaluation and Assessment of the Skills of the incumbents of the Community College is completely **internal** and done by the Community College with the help of technical and field experts. The evaluation is aimed at the testing of the skills rather than the absorption of information. The evaluation is jointly done by the Life Skill Instructor, Work Skills Instructor, Industrial Supervisor supplemented by the self-

assessment of the student of the Community College, thus making the evaluation **comprehensive and purposeful, determining the attainment of skills.**

♣ The knowledge and skills components should be given equal weightage. This evaluation is to be continuous, transparent and should contain checks and balances within the system to ensure credibility.

♣ The Diploma or the certificate is signed by the Director of the college as well as the Industrial Partner who has trained the students in the particular fields of specialisation.

8. Need Analysis

Need Analysis is the backbone of the Community College. It is considered to be the Gospel of the Community College. The Community College is established on the firm footing and foundation of the thorough Need Analysis of the **Employment and Self-Employment** Opportunities in the **Local Area.** The ICRDCE has done and helped 16 Institutions to do their Need Analysis.

9. Industrial Collaboration

The Community College cannot succeed without the active participation and collaboration of the industrial, rural, agricultural, commercial and service organisations of the locality. The above sectors come to assist the Community College in the following five ways.

➔ Designing the curriculum for various job oriented courses.

➔ Serving as members of the advisory board.

➔ Being part time instructors for teaching and assessment in the College.

➔ On the job training for the students in the work place.

➔ Job placement for students who have been trained in the Community Colleges.

♣ Memorandum of Understanding (MOU) could be signed with the industries for all the above five areas of collaboration.

♣ A few representatives from the above sectors industrial, commerce and service sectors could also serve as the members of the governing body of the College.

10. Administration and Governance of the Community College

The Community College will ensure the participation of the members of the agency that establishes the Community College (Board of Management), Administrators, Representatives of the faculty of the Community College, Industrial Partners, Community Leaders, Consultants to the Community College and Representatives nominated by the Government.

The authorities of the College will make sure of the proper management of Life Skills, Work Skills, Placement for Training, Financial and General administrative matters and also the needed infrastructural facilities necessary for training.

STATUTORY BODIES

(I) Board of Management (II) Governing Body of the College (III) Advisory Boards (IV) Director (Head), Programme Co-ordinators, Placement Officer, Members of the College, Life Skill Staff, Work Skill Staff, Guest Faculty and Supportive Staff.

11. The Contribution of ICRDCE to the Community College Movement in India

11.1 The Origin:

The Community College movement started in India in 1995. As the Community Colleges were emerging there was the need felt by the Colleges to have a coordinating agency. To respond to this need The **Indian Centre for Research and Development of Community Education (ICRDCE)** was started in January 1999. It is an undertaking of the Jesuits of Tamil Nadu Province to help and serve the Community College Movement.

11.2 The Objectives of ICRDCE:

→ To Include the Excluded

→ Giving the Best to the Least

→ Matching Education with Employment.

→ Close Linkage with Industries

→ The Participation of the Community

→ The Development of Skills and Competencies

→ Enhancing the Employability

11.3 The Activities of ICRDCE:

→ To respond to the dynamism of the Community College Movement in India.

→ To provide a resource centre with books and study materials

→ To help in the process of curriculum development

→ To have training Programmes for the Community College teachers and administrators

→ To evolve methods of evaluation and assessment of skills

→ To publish books and articles

→ To popularise the concept all over the country

→ To help in the preparation of Community Colleges

→ To document the process and evolution of the Community College Movement

→ To influence the State and Central Governments, Universities and the UGC, to recognise and accept the Community College System as an educational alternative

→ To replicate the model all over the country with the help of the Human Resource Development Ministry, New Delhi.

→ To enter into International networking of Community Colleges in USA, UK, Germany, Australia, South & East Africa, Canada, Papua New Guinea and Srilanka.

11.4 The Contribution of ICRDCE:

1.	**Community College Teachers Training Programmes from all over India:**	
	• Total Number of Training Programmes conducted	:39
	• Total Number of Participants	:2559
	• Total Number of Organisations	:1345
2.	**Community College Teachers Training Programme on Life Coping Skills:**	
	• Total Number of Training Programmes conducted	:6
	• Total Number of Participants	:435
	• Total Number of Organisations	:228
3.	**Training of Trainers (ToT) Programme on NSDC Skill Certification programme**	
	• Total Number of Training Programmes conducted	3
	• Total Number of Participants	99
	• Total Number of Organisations	41
4.	**International Workshop / Interface Meeting:** In Collaboration with Montogomery College, USA and Sponsored by U.S. Consulate General, Chennai	
	• Total Programmes Conducted	3
	• Total Number of Participants	289
	• Total Number of Organisations	124
5.	**National Workshops on Community College System in India:** In collaboration with HRD Ministry, New Delhi and Other Agencies	
	• No. of National Workshop	:15
	• Total Number of Organisations	:1025
	• Total Number of Participants	:1755
6.	**Alignment of Community College Curriculum with NSDC**	
	• No. of Workshops	5
	• No. of Participants	50
	• No. of Organisations	30
7.	**Review Workshops on Community Colleges:**	
	• Total Programmes Conducted	:9
	• Total Number of Participants	:376
	• Total Number of Organisations	:166
8.	**Regional Workshops:**	
	• Total Number of Workshops	:94
	• Total Number of Participants	:4970

	• Total Number of Organisations		:2151
9.	**Consultations among Community Colleges**		
	• Total Number of Consultations		:44
	• Total Number of Participants		:2127
	• Total Number of Organisations		:831
10.	**Consultation on the Profile of the Rural Community College**		
	• Total Number of Consultations		:6
	• Total Number of Participants		:318
	• Total Number of Organisations		:132
11.	**Consultation for the Tsunami Affected People**		
	• Total Number of Consultations		:5
	• Total Number of Students		:1616
12.	**Consultation for B.Voc, UGC Community College & KASHUAL Kendra**		
	• Total Number of Consultations		:9
	• Total Number of Participants		:446
	• Total Number of Organisations		:239
13.	**ICRDCE and NGOs in India**		
	• ICRDCE has worked with 2850 NGOs in 25 States		
14.	**Resource Material and Documentation available at ICRDCE**		
	1. **Life Skills** - Detailed syllabus for Life Coping Skills, Interpersonal Relationship and Communication Skills, Basic Computer Applications and Developmental English - 2. **Work Skills** - Detailed syllabus for Hotel Management and Office Technology. 3. Curriculum outline available for **28 Work skills Programme** 4. **1125 books** available on Life Skills, Communication Skills, Developmental English and various Work skills. 5. Documentation on the History of the Community College. *(Newspaper Clippings - 850, Videotapes - 100, Audiotapes - 64 and Photographs – 14,217)*		

Publications: Books and Articles.
Books – MCRDCE, ICRDCE Publications

S. No	Name of the Book	Year of Publication
	1. Concept	
1	Samudaya Kalluri Or Arimugam	Sep, 1998
2	Changing Track	Dec, 96 & June, 2001
3	Mismatch	June, 2002
4	Back to the Villages	Sep, 2006
5	Community Colleges in India, Education for Livelihood.	Jan, 2006
6	Naam Vazha Piranthavarkal	April, 2011
7	Community College Movement in India and Abroad	June, 2013
8	Community College: Success	2017
	2. Implementation	
9	Best to the Least	Nov, 2004
10	Reaching Beyond (Vol – I)	June, 2007

11	Reaching Beyond (Vol – II)	June, 2007
12	Believing in Miracles (Vol – I)	March, 2009
13	Believing in Miracles (Vol – II)	March, 2009
14	Evolve, Emerge, Empower	December, 2012
3. Testimony		
15	Miracles of Hope	March, 2005
16	Tears into Cheers	Sep, 2006
17	Change is Certain	March, 2009
4. Recognition		
18	Including the Excluded	Jan, 1999
19	Marching with Marginalised	Dec, 2005
20	Community College - Empowerment Endorsed	Dec, 2005
21	Best for the Community	Feb, 2007
22	We are the Change	Jan, 2014
5. Propagation		
23	People Building Business	Sep, 2000
24	Reaching Out	July, 2001
25	Power Within	April, 2008
26	Bettering the Best	May, 2011
27	Exploration, Experience, Empowerment and Employment	January, 2010
6. Text Books		
I. Life Skills		
28	We shall Over Come	March, 2004
29	Walking The Extra Mile	March, 2005
30	Computer Made Easy	March, 2005
31	English Made Simple	Sep, 2006
32	Life Coping Skills – LCS I - TNOU	2005
33	Communication Skills – CNS I - TNOU	2005
34	Ons Sal Oorwin (African) - We Shall Over Come	Jan, 2007
35	Safaltha (Hindi Book) – We Shall Over Come	April, 2007
36	Change or be Changed	June, 2008
II. Work Skills Book		
37	Health is Wealth Vol I	Dec, 2007
38	Health is Wealth Vol II	Dec, 2007
39	Child is the Future Vol I	Jan, 2011
40	Child is the Future Vol II	Jan, 2011
41	Catering Assistant	December, 2012
42	Hotel Management	December, 2012
43	Fashion Design and Garment Making	December, 2012
44	Office Management - General	December, 2012
45	Office Management - Field of Specialization	December, 2012

Articles: National and International

S. No.	JOURNALS	NO. OF JOURNALS
1.	University News	34
2.	New Frontiers in Education	25
3.	The Hindu	2
4.	Christian Manager	3
5.	The New Leader	4
6.	CathNews India	1
7.	Indian Express	1
8.	Frontline	1
9.	Career 360	1
10.	AIACHE Newsletter	1
11.	Education World	1
12.	Community College for International Development (CCID) Summer Edition	1
13.	Madras University	1
14.	NIEPA Publication	1
15.	Indian Currents	1
16.	Digital Learning	1
17.	Edu tech	1
18.	GYAN Publishing	1
19.	Others	25
	Total	**106**

12. Recognition and Accreditation

The Community College System has been working successfully with 75% Job Placement without getting Recognition from any Approved Educational Bodies of the Country. However most of the Community Colleges felt there is the need for Recognition from the State and Central Governments to facilitate the horizontal mobility and the vertical mobility of the students of the Community College. The ICRDCE has conducted **Seven Consultations** to further this cause. It is for the first time in the educational history of the country, the agencies that run Community Colleges have devised **Self-Regulatory** and **Autonomous Guidelines** to ensure credibility and accountability of the system. Thus the ICRDCE has succeeded in influencing the State and Central Governments for Recognition and Accreditation of the system and for the Student Centered Funding. The issue of Accreditation was examined closely by the **National Institute of Open Schooling (NIOS),** New Delhi at the direction of the **Ministry of Human Resource Development (MHRD),** Government of India, New Delhi. The NIOS has given accreditation so far to the 18 Community Colleges in the country.

9th Five Year Plan (1997 - 2002)

3.3.48 Concerted efforts were made to make higher education relevant by introducing career-oriented courses as a part of the first degree programme. Further restructuring of courses was undertaken to provide an application component to university education. A study was undertaken to examine the concept of **community colleges.**

10th Five Year Plan (2002 - 2007)

There should be focus on convergence of schemes like the Sarva Shiksha Abhiyan, Adult Education, and Vocational Education Programme at schools, ITIs, polytechnics, **community colleges** etc.

11th Five Year Plan (2007 - 2012)

1.3.71 Setting up of additional 210 **community colleges**, mainly in northern, western, and eastern parts of the country will be supported on placement based funding. Existing 190 community colleges (largely in southern States, some of which offer diploma courses) will also be supported for capacity building, training cost (equipment, faculty development, TLM, stipend, etc., but not for civil works and other capital costs). Funding will be based on MoU between community colleges, States, and MHRD. (**With allocation of Rs.100 Crores**).

Mid Term Appraisal for Eleventh Five Year Plan 2007-2012

6.141 Academic programmes of Open and Distance Learning **(ODL)** institutions need to be assessed and monitored for quality output. It would be worthwhile if Information and Communication Technology **(ICT)** and ODL are integrated into, say, 100 selected institutions to develop, implement and refine the Blended Model of Learning which can later be up-scaled. **The number of community colleges need to be increased as it would open up opportunities for accessing higher education and income generating skills to a large number of aspiring learners.** The convergence model operational in IGNOU can be modified and up-scaled with additional funding. The regulatory framework of Distance Education Council (DEC) needs to be rationalized to prevent mushrooming of poor quality distance education institutions.

12th Five Year Plan (2012 - 2017)

"21.222. Ongoing UGC initiative that supports career oriented add-on courses in traditional universities and colleges and the IGNOU's scheme of community colleges would be reviewed. Technical support of Philanthropic Foundations and **the Indian Centre for Research and Development of Community Education (ICRDCE)** (which has 230 community colleges in its fold) would be taken to build on the current initiatives and create a robust framework for skill-based education within the higher education sector in

the country. This could include institutional arrangements for recognition of prior learning." (Page No. 101, Vol:3).

12.1. Tamil Nadu Open University has recognised Community Colleges in Tamil Nadu as Vocational Programme Centres. The following 20 courses have been recognized as Vocational Diploma Courses including Life Coping Skills and Communication Skills.

1. Vocational Diploma in Welding Technology
2. Vocational Diploma in Industrial Fitter
3. Vocational Diploma in Design Thinking
4. Vocational Diploma in Beautician
5. Vocational Diploma in Fashion Design and Garment Making
6. Vocational Diploma in Early Childhood Care Education (Pre School Teaching)
7. Vocational Diploma in General Duty Assistant
8. Vocational Diploma in DTP Operator
9. Vocational Diploma in Refrigeration and Air Conditioning Technician
10. Vocational Diploma in Fashion Boutique Designer
11. Vocational Diploma in Mechanic (Electrical / Electronics / Instrumentation)
12. Vocational Diploma in Plumbing
13. Vocational Diploma in Multi-Cuisine Cook
14. Vocational Diploma in Automotive Service Technician
15. Vocational Diploma in Computer Hardware Servicing
16. Vocational Diploma in Computer Applications
17. Vocational Diploma in Multimedia Systems
18. Vocational Diploma in Animation
19. Vocational Diploma in TV Repair Technical
20. Vocational Diploma in Smart Phones Repair Technician

13. **The Differences between the Community College System and other Vocational Systems.**
    There are various formal systems of Vocational Education in Operation in India such as:

♣ Apprenticeship Training

♣ Plus two Vocational System in schools

♣ Industrial Technical Institutes (ITI)

♣ Community Polytechnics.

♣ Vocationalisation of first-degree level Education at the collegiate level.

These Systems have experienced certain deficiencies and difficulties. The Community College System as an alternative and innovative system tries to remedy the above deficiencies.

1. It is aiming at the employability of the individual trained.

2. It is evolving a system to declare the competency level and duly certify the same.

3. It is promoting strong Industry – Institutional linkage and ties. It involves the Industry to articulate the skills; it wants and works in close collaboration with the industries, to make the individuals skill oriented that is needed by the employer.

4. It emphasizes the teaching of life skills, communication skills and English to the takers of the System.

5. The Community College System certainly lessens the burden on higher education.

6. It is evolving a system of evaluation and assessment of skills, which are personal, social, language, communication, work and creativity.

14. PROFILE OF 1,30,115 COMMUNITY COLLEGE STUDENTS FROM THE INCEPTION

Total No: of Students

Year	Total No. of Students	No. of CCs	Average
1996 – 97	174	2	87
1997 – 98	204	3	68
1998 – 99	487	8	61
1999 – 00	1,321	27	49
2000 – 01	1,804	34	53
2001 – 02	2,598	44	59
2002 – 03	3,133	64	49
2003 – 04	4,166	81	51
2004 – 05	6,461	74	87
2005 – 06	9,562	125	77
2006 – 07	10,482	146	72
2007 – 08	9,725	135	72
2008 – 09	8,449	147	58
2009 – 10	7,641	172	44
2010 – 11	10,629	142	75
2011 - 12	8,923	136	66
2012 - 13	7,299	144	51
2013 - 14	7,451	137	53
2014 - 15	9,564	142	67
2015 - 16	8,458	125	68
2016 - 17	6,475	87	74
2017 -18	5,109	77	66
Grand Total	**1,30,115**		

	Total	Percentage
Total No. of Students	1, 30,115	100%
Gender		
Male	38,631	30%
Female	91,484	70%
	1,30,115	
Marital Status		
Unmarried	1,13,736	87.41%
Married	15,661	12.04%
Widows	496	0.38%
Divorced	222	0.17%
	1,30,115	
Age Group		
18-22	96,431	74%
23-26	19,715	15%
26-30	8,086	6%
31-above	5,883	5%
	130,115	
Physically Challenged		
Physically Challenged	847	0.65%
Others	129,268	99.35%
	1,30,115	
Educational Qualification		
Below 10th	30,865	24%
10th Passed	40,434	31%
12th Passed	50,507	39%
Degree	8,309	6%
	1,30,115	
Social Status		
SC	38,596	30%
ST	18,518	14%
MBC	18,857	15%
BC	38,950	30%
OC	15,194	11%
	1,30,115	
Monthly Family Income		
Below Rs.5,000	72,033	55%
Rs.5,001 – 10,000	31,493	24%
Rs.10,001 – above	26,589	21%
	1,30,115	
Religious Status		
Hindus	79,007	61%
Christians	35,691	27%
Muslims	12,691	10%
Others	2,726	2%
	1,30,115	
Job Placement in percentage		**82.70%**
Higher Education in percentage		**17.13%**

14.1 Highlights of the Profile for the year 2017-2018

Total no. of students 5,109 from 87 Community Colleges

• Female Students educated	65%
• Married, widows, divorced women	20%
• Students above 22 years old	25%
• Differently abled	1%
• Below 10th to 12th Std	93%
• Socially Marginalised (SC, ST, MBC)	70%
• Income less than Rs. 5,000	36%
• Hindus	63%
• Students place in jobs	67%
• Gone for Higher Education	33%

15. A Way Forward

➔ **Alignment of Community College Curriculum with NSDC**

The *'Skilling India'* Programme has been announced by our Honourable Prime Minister Modi through the establishment of Ministry of Skill Development & Entrepreneurship (MSDE). ICRDCE is undertaking aligning our curriculum with NSDC according to National Occupational Standards (NOS) so that we can participate fully in the entire efforts of empowering the poor and skilling them to take up gainful employment. **The purpose of doing this alignment is to get National Certification** for different kinds of job roles prescribed by Sector Skill Councils. This is absolutely necessary to update and upgrade the students since various skills will be recognized by various Sector Skill Councils of NSDC.

➔ **Aligning with Higher Education in India**

UGC Community Colleges: There are 240 UGC Community Colleges. These Community Colleges conduct Certificate - 6 Months, Diploma - 1 year and Advanced Diploma - 2 years. The minimum qualification of students for admission is 12th passed.

Recognition of the Diploma and Advanced Diplomas given by UGC Community Colleges *"The College concerned should itself award Diploma / Certificate under its own seal and signature after a written authorization from the affiliating university. However, the college should mention the name of the affiliating university and the scheme on the award."*

Ref No.F.No.1-54/2013 (CC/NVEQF), dated 13th of August 2014.

Bachelor of Vocational Degree - UGC has started the B.Voc degree in the Arts and Science Colleges with 12b and 2f status in India in the XII Plan Period (2012- 2017). 177 Colleges are conducting Certificate courses - 6 months, Diploma – 1 year, Advanced Diploma – 2 years and Degree - 3 years

KAUSHAL KENDRAS: Realizing the importance and the necessity for developing skills, the University Grants Commission has introduced the scheme for establishment of **Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL KENDRAS)** in universities and colleges during the XII Plan with the objective of development of skills among the students and creating work and ready manpower on a large scale. The KAUSHAL KENDRAS will endeavor to maintain a pyramidical structure of student enrolment with respect to Diploma, Advanced Diploma, B. Voc and further studies. There are 68 Kaushal Kendras under umbrella of UGC.

[D.O.No.F.4-10/2014 (NSQF)]

➔ **Educate More Dropouts**

The major advantage of Community College Education is the privilege to admit school drop outs at any age. Numeric and literacy of the dropouts and illiterates can be enhanced through Community College Education. On the other side we could see that Community College Education is an emerging concept in India that needs more clarity among the people.

➔ **Increased Employment Opportunities at the Industries**

As Community College Education has more of industrial exposure in the field work practicum it is recommended that the Industries employ more number of students from Community Colleges in the future.

➔ **Collaboration with Industrial Partners**

Collaboration with industrial partners enables the colleges to expose students to the working culture and business ethics and to help them into gainful employment when they are absorbed in the job market.

Conclusion

Community Colleges are empowering individuals and communities by providing skill-based training that leads to employment and a way out of poverty. Skills development not only enables them to earn a livelihood but also helps them to become productive members of the family/society. They offer a second chance to large population of school dropouts and underprivileged to get education that opens the doors for higher education and lifelong learning. It assists with horizontal mobility by widening employment opportunities and vertical mobility by paving the way for higher education. Community Colleges are contributing to a gradual social change that is building the human resources in communities across the country led by strong partnership of local organizations, business, and industry.

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