

Research Study on  
“The Impact and Prospects of the  
Community College System in India”

**August 2003**

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# Executive Summary

## 1. The Concept of the Community College System

**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. Objectives of the Study

**The basic objective of the study is to examine the performance of the community colleges in India and Asses its scope as an Alternative System of Education in India.** Specifically the study would be

- i. To suggest Community College as an Alternative System in India.
- ii. To prove how it has helped towards the positive performance in assisting the Community and the beneficiaries, the student and the parents through an objective evaluation of the existing Community Colleges.
- iii. To provide inputs to exploit the untapped resources namely industrial establishments, factories, etc., for collaboration.
- iv. To assess the needs of the school dropouts and others to enable them acquire the necessary skills for livelihood and formal qualifications for social status and societal recognition.
- v. To consolidate the experiences of existing Community Colleges
- vi. To prepare a blueprint and policy framework for the establishment of Community Colleges all over the Country.

### 3. Scope of the Study

The present study is an extension of the extensive evaluative studies carried out by the MCRDCE at the local level to be tried at the National Level to evolve a National Policy and National Level core Curriculum Framework for the Community Colleges.

The collected data will provide broad guidelines and will enable to evolve strategies for training and development of educators of Community Colleges. The data and findings thus collected shall be used to create a National Level Nodal agency to assist and govern Community Colleges at the National Level.

### 4. Research Methodology

1.Primary Data

2.Secondary Data

**Primary data:** The method of study includes interview with the beneficiaries (students), administrators, faculty members and industrial partners / community leaders.

**Secondary data** has been collected from the literature on the Community Colleges in India, articles published in various leading magazines and newspaper clippings.

### 5. Results of the study

#### Beneficiaries (Students)

A total sample of 1002 students (Beneficiaries from 29 Community Colleges. 22 in Tamil Nadu, 2 in Andhra Pradesh, 2 in Karnataka, 1 in Maharashtra, 1 in Gujarat and 1 in Kerala was Collected). The following findings are got from the respondents from the 29 Community Colleges.

#### 1.Gender

The study shows that 72.26% of the students attending Community Colleges are women. This is due to the fact that 13 out of the 29 Community Colleges chosen for study were run specifically for women.

#### 2. Age

The study shows that there is no Age bar in benefiting from the Community College System as it ranges from 16 to 47. The restrictions removed on age for admission has benefited largely widows, abandoned women, divorcees etc., It has helped them to stand on their own legs.

#### 3. Educational Qualification

The Research Study shows that all Categories of students are coming to the Community Colleges. The majority group belongs to the category of the 12<sup>th</sup> Passed is 62.37%. It is also clear that 89.51% of the students who have completed 10<sup>th</sup> and 12<sup>th</sup> Standards are coming to the Community Colleges since they cannot go for Higher

Education. The Community Colleges are also catering to the School dropouts right from 6<sup>th</sup> Standard. All these categories need Skills development and Job orientation.

#### **4.Monthly family Income**

The study shows that 78.64% of the students belong to the **economically backward groups** of society with the average of Rs.3000 and below monthly family income, attend the Community Colleges, thus alleviating the poorer sections of society from poverty and in considerable cases almost doubling the family income.

#### **5.Social Classification of Community College Students**

The Study shows that 91.22% of the Students who are coming to the Community Colleges belong to the Socially backward groups. They belong to SC/ST/BC/MBC. Coming to the Community College and getting a job and earning a monthly salary raises their social status.

#### **6.Time Gap**

The above study shows that there is a considerable Time gap between the completion early school leaving and attendance at the Community Colleges. It ranges from no gap to 19 years. It removes the barriers of age and minimum qualification to continue skill based education

#### **7.Job Placement**

The above study shows that the Community Colleges have achieved 83.13% of Job Placement in the Sample Survey of 1002 Students from 29 Colleges. It also shows the way to match education with employment opportunities and also responds to the region-specific and local opportunities

#### **8.Salary received by the students of the Community College per month**

The salary received by the Community College students ranges from 500 to 6000 per month. The Average income by the Community College student is Rs. 1,602.53. The students are able to add to the family income (90%). In some cases, they are able to double the Monthly Family Income of Rs. 3000/-. This has led to the alleviation of poverty and generation of National Income.

#### **9. General Assessment of Community College System by the students who passed out of the system**

97% of the students are considering the system to be good and useful relevant and beneficial to them when they go for jobs.

#### **10. The Learning of Life Skills**

The unique feature of Community College System is the training given for Life Coping Skills. This is crucial to the training in the Community Colleges.

#### **11. The Learning of Work Skills**

The students have learnt a few useful skills to help them in the work environment. A few examples are given here 1. Pre-School Teacher, 2. Computer Software, 3.Office Management, 4. Nursing Assistant and 5. Automobile Technology

### **Administrators / Directors / Principals and Faculty**

The functioning of Community Colleges has been assessed on the basis of the field visits and detailed information collected from the College Administrator / Director / Principal. As noted earlier, 121 such personnel were contacted and details were collected through structured questionnaire, discussion and assessment of the Community College.

The Research study shows that “The colleges need to assess the needs of the various potential employers. Government recognition is needed. If the colleges get Government Recognition the system would gain societal and national acceptance and the students strength will go up. The Need Analysis of the Employment and Self Employment opportunities should be done every three years. Review Meetings among Community Colleges to share their experiences and problems should be arranged once a year by MCRDCE. MCRDCE should conduct refresher-training programmes for the teachers of Community Colleges.

Professional Enrichment Workshops and sharpening of the teaching skills and ways to improve industrial collaboration should be explored. There should be monitoring, close and regular follow-up by MCRDCE of the Community Colleges”.

### **Industrial Partners / Potential Employers**

115 Industrial Partners / Potential Employers were given structured questionnaire to receive the feed back on the Community College System.

- The Industrial Collaborators with the Community Colleges are considering the benefits of the partnership to be excellent and very good.
- The Industrial Partners feel that the question of recognition from the Government is so essential for the survival of the system. They also feel the training period / internship should be extended for a few more weeks. They advocate women entrepreneur training. Publicity for the system is urgently required to get better placement for the students. Some of them feel the duration of the course to be increased to two years and they want the uniform standard to maintain in all the Community Colleges through regular update of the syllabus and continuous interaction with the Industrial Collaborators.

### **Suggestions and Future Directions to the Community College Movement in India based on the research study**

- The study shows that the problem of school dropouts can be handled by the Community Colleges by providing them multi –skills since they already have the experience –8th Passed and below 10<sup>th</sup>. These students can be given certificate courses.
- Lack of recognition has been the major problem faced by those who passed out from the Community Colleges. Recognition by the Ministry of Human Resources Development, New Delhi and the Directorate of Employment and training by the respective State governments will enhance the diploma given by the Community Colleges for national and regional acceptance. It will also ensure the horizontal

mobility of the students in terms of getting employment all over the country. This recognition will help the Community Colleges to obtain stipends/ scholarships to the deserving poor from various agencies of the both State and Central Governments.

## CHAPTER – I

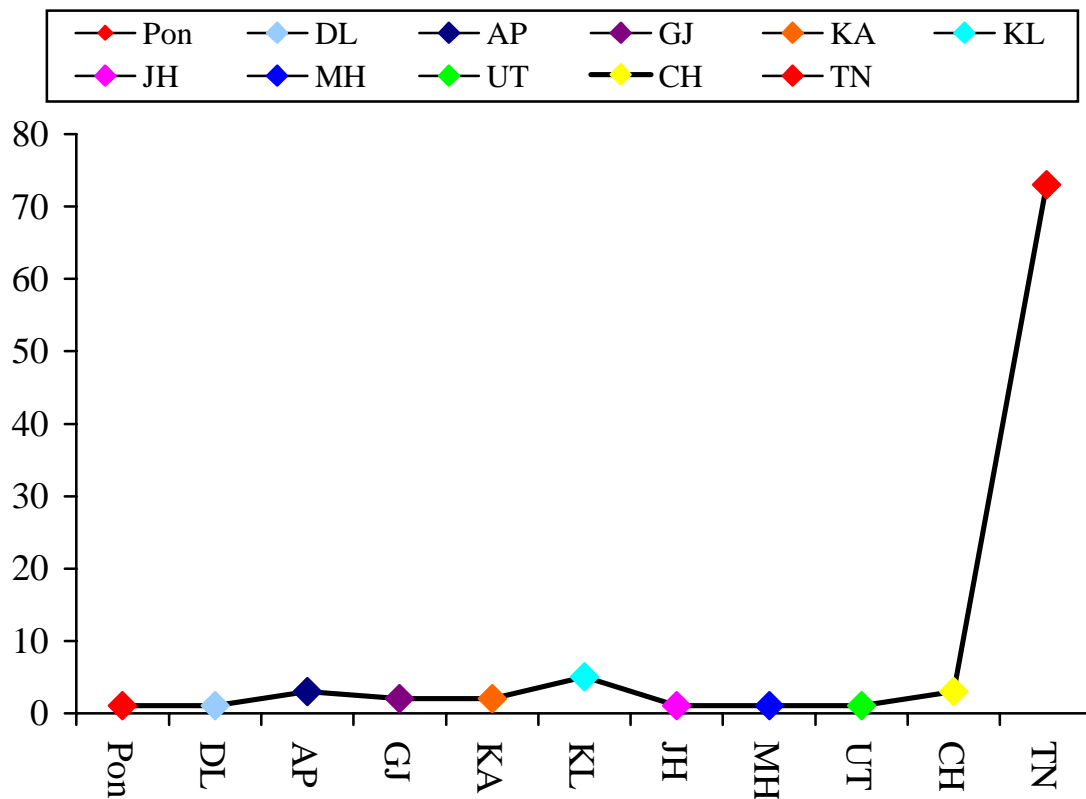
### Introduction

#### 1.1 Introduction of the Community College System in India

The Community College Movement started in South India in October 1995 with the beginning of the Pondicherry University Community College. It was taken forward by the Inauguration of the Madras Community College by the Archdiocese of Mylapore - Mylapore in August 1996. It was strengthened by the Manonmaniam Sundaranar University, Tirunelveli, by giving approval to five Community Colleges in September 1998. It spread to Andhra Pradesh with the starting of JMJ Community College in Tenali in July 1999. It also spread to the states of Gujarat, Maharashtra, Kerala, Karnataka and Uttaranchal during the last three years. Presently there are as many as 95 community colleges in the country.

#### 1.2 The Growth of the Community College Movement in India

##### Total Number of Colleges in India



Tamilnadu	- 75	Kerala	- 05
Pondicherry	- 01	Maharashtra	- 01
Andhra Pradesh	- 03	Gujarat	- 02
Delhi	- 01	Jharkhand	- 01
Karnataka	- 02	Uttranchal	- 01
Chhattisgarh	- 03	<b>Total</b>	<b>- 95</b>



### 1.3 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.**

#### Target Group Served

The key features of **access, equal opportunity and cost effectiveness** are demonstrated in the statistical data collected from 43 Community Colleges.

The following figures show clearly that the Community Colleges are serving the **Socially, Economically, Educationally** weaker sections of society.

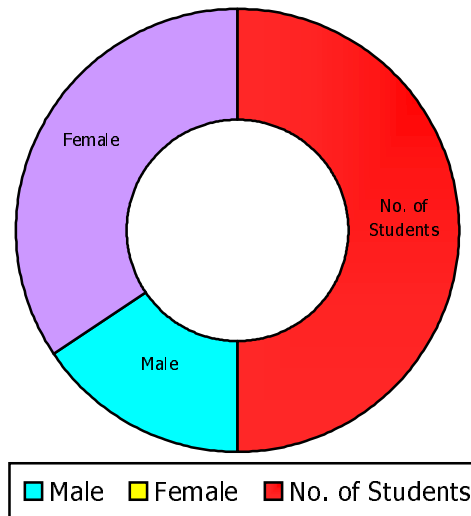
#### 8947 students from 43 Community Colleges – June 2003

##### Male / Female

##### Total Number of Students - 8,947

- Male = 2,773- 30.99%
- Female= 6,174- 69.01%

The study shows that the number of female students is greater than the male students who are going to the Community Colleges, since the enrolment of women students is higher than the male. There are also many Community Colleges that are exclusively serving the womenfolk especially in the rural areas.

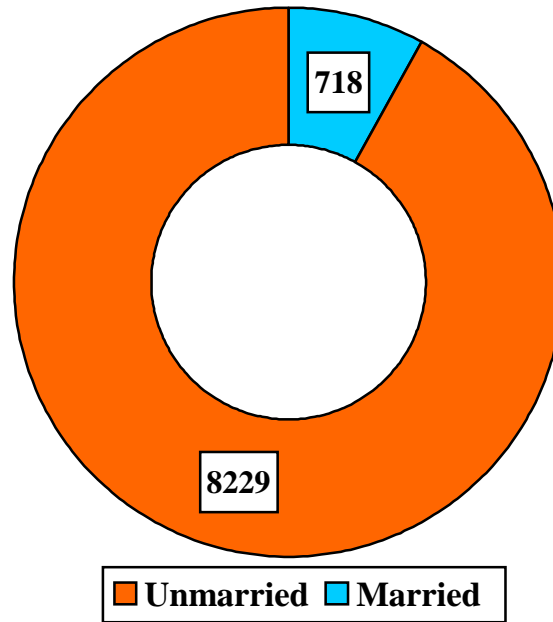


### Married / Unmarried

**Total Number of Students – 8,947**

- Married - 0,718 - 08.02%
- Unmarried - 8,229 - 91.98%

Married Women are studying in the Community Colleges.

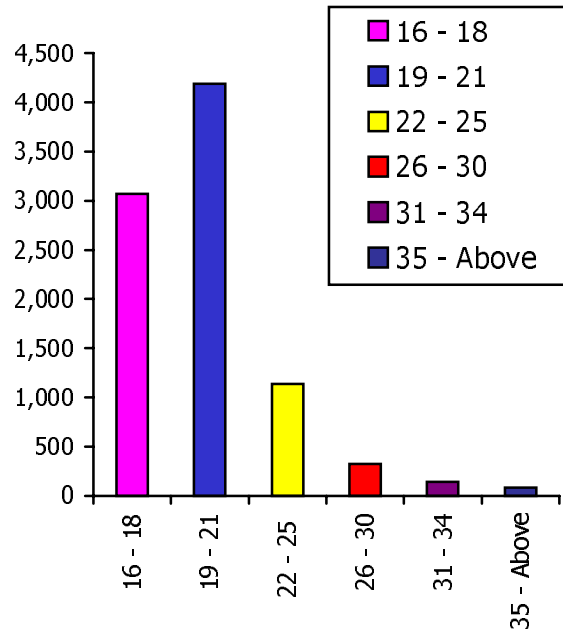


### Age

**Total Number of Students – 8,947**

- 16 - 18 - 3,067 - 34.28%
- 19 - 21 - 4,190 - 46.83%
- 22 - 25 - 1,135 - 12.68%
- 26 - 30 - 326 - 03.64%
- 31 - 34 - 144 - 01.61%
- 35 - Above - 85 - 00.96%

There is no age bar in the Community Colleges. It ranges from 17-47.

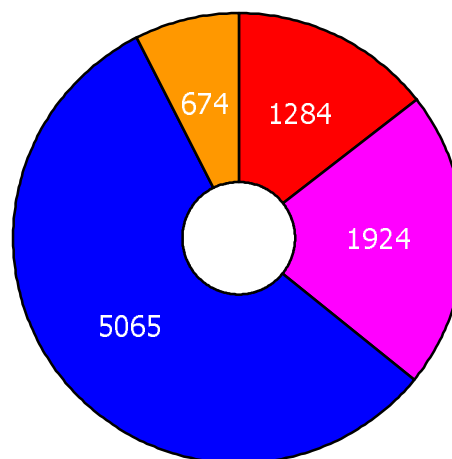


## Qualification

### Total No: of Students- 8,947

- Below 10th = 1,284 - 14.35%
- 10th Passed = 1,924 - 21.50%
- 12th Passed = 5,065 - 56.61%
- Degree = 674 - 07.54%

The Community Colleges cater to the needs of all categories of students below 10<sup>th</sup>, 10 failed, 10<sup>th</sup> passed, 12<sup>th</sup> failed, 12<sup>th</sup> passed, degree holders.

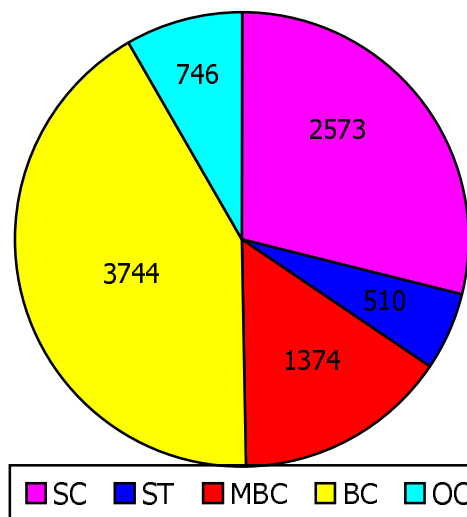


## Social Classification of the Community College Students

### Total No: of Students- 8,947

- SC = 2,573 - 28.76%
- ST = 510 - 05.70%
- MBC = 1,374 - 15.36%
- BC = 3,744 - 41.85%
- OC = 746 - 08.33%

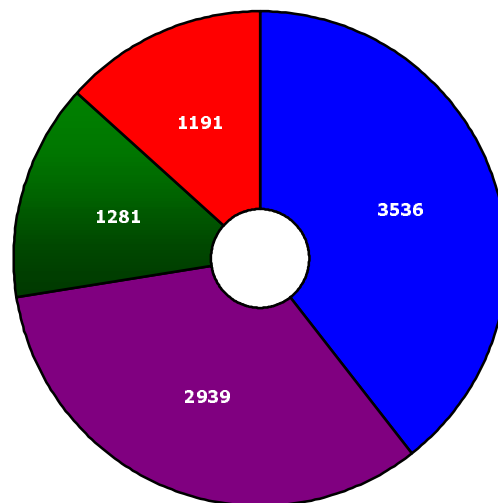
The Community Colleges have been serving the socially backward groups SC, ST, MBC and BC. They account for 92%.



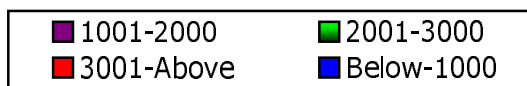
### Monthly Family Income

**Total No: of Students- 8,947**

- Below 1000 - 3,536 - 39.52%
- 1001 – 2000 - 2,939 - 32.85%
- 2001 – 3000 - 1,281 -14.32%
- 3001 – Above - 1,191 - 13.31%



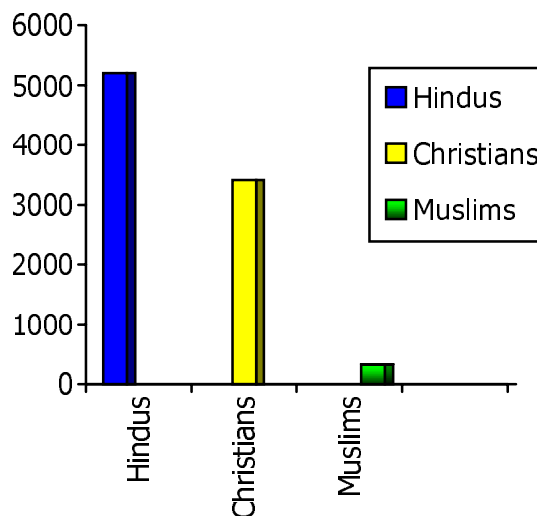
The Community Colleges are serving the economically weaker sections who have their monthly family income below Rs. 3000. The Colleges are serving 87% of the economically weaker sections.



### Religion

**Total No: of Students - 8,947**

- Hindu = 5,204 - 58.16%
- Christian = 3,412 - 38.16%
- Muslims = 331 - 03.68%



The Community College is realising itself as a secular concept transcending barriers of religion, caste, languages and regions of India though the initiative to start most of the Community Colleges has come from the minority groups.

### 1.4 Community College - Need of the Hour

→ **Community College responds to the Problems of**

1. **Exclusion and Elimination** (School Dropouts)
2. **Mismatch between education and employment and unemployment**
3. **Capability of Poverty**

1. **Exclusion and Elimination** (School Dropouts)

For every 100 children only 4 reach the collegiate level. About 150 million children go to the primary school. On an average only 6 million reach the collegiate level, and 70% of the school children do not go for higher education.

(Alphonse Xavier, *People Building Business*, September 2000, p.91)

We find that if 100 million students get enrolled in the primary school, only about 30 million are found in middle school and about 16 million in high / higher secondary schools of children in the age group 6-11 years. About 90-95 per cent enrol in primary school, at the secondary stage, that is, age group 11-15 years, only 48 percent continue and at the higher secondary stage, that is, age group 15-17 years, only about 24 per cent are found to pursue studies. In the age group 17 to 23, only about eight percent are in the higher educational institutions. From these statistics, we can see that roughly, about 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?**

(*The Hindu*, Open Page, Tuesday, July 23, 2002).

Though **63.04 lakh** students get admitted in **31,052 schools** across the state of Tamilnadu, the **dropout ratio** is almost 36 per cent by the time they get to high school of which **90 percent** are girls. Around **48 lakh 'non-school going' children** (in the 6-14 age group) are in Tamilnadu.

(*The New Indian Express*, January 9, 2002).

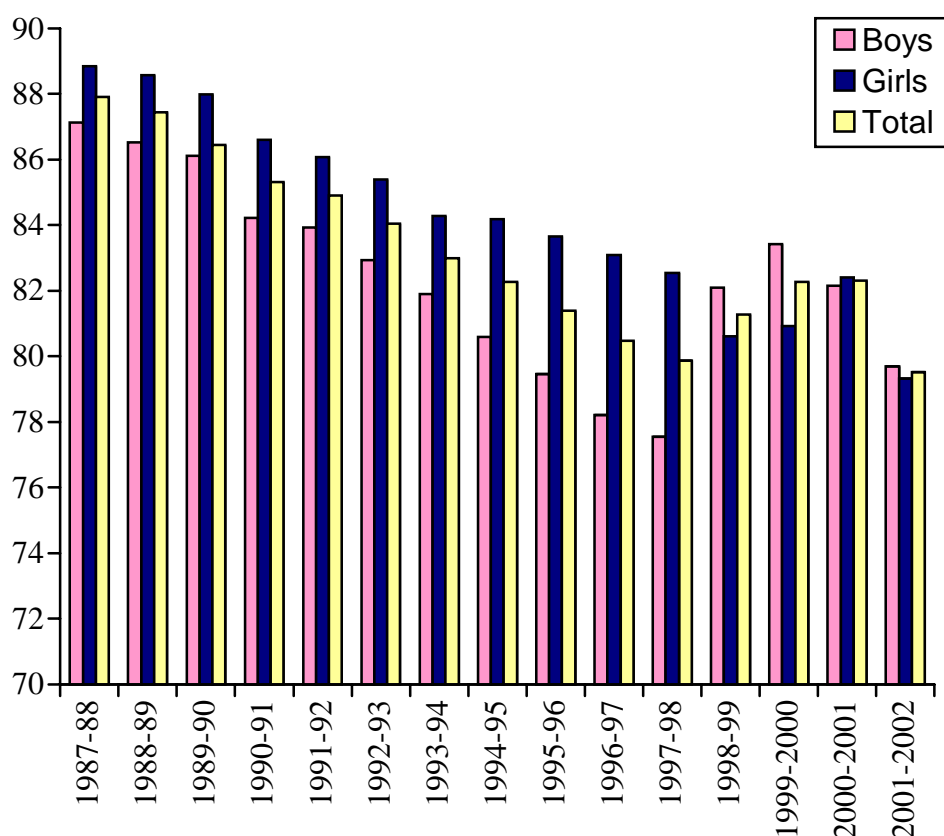
It is a matter of serious concern about the early school leavers in Tamilnadu who drop out of school inspite of the efforts of both the Central and State Governments to reduce the various dropout rates. These Children are left to face life and its challenges without adequate and appropriate skills and they become part of the cheap labour forces to be exploited.

**The School Dropout Rate in Tamilnadu (1987 - 2002)**

Year	Upto High School Stage			Upto Higher Secondary School Stage		
	Boys	Girls	Total	Boys	Girls	Total
1987 – 1988	69.72	77.32	73.24	87.13	88.84	87.91
1988 – 1989	66.75	76.45	71.26	86.52	88.58	87.45
1989 – 1990	66.11	73.85	69.64	86.11	87.98	86.44

1990 – 1991	64.91	72.38	68.32	84.23	86.60	85.31
1991 – 1992	64.45	71.93	67.94	83.92	86.07	84.90
1992 – 1993	63.65	71.02	67.08	82.94	85.39	84.08
1993 – 1994	62.98	69.85	66.17	81.89	84.28	83.00
1994 – 1995	61.46	69.15	65.05	80.59	84.19	82.26
1995 – 1996	60.14	68.20	63.87	79.45	83.65	81.40
1996 – 1997	58.63	67.05	62.53	78.21	83.09	80.48
1997 – 1998	57.04	65.74	61.06	77.54	82.54	79.86
1998 – 1999	57.72	58.35	58.01	82.10	80.61	81.27
1999 – 2000	57.97	57.85	57.92	83.43	80.92	82.27
2000 – 2001	57.86	57.91	57.89	82.15	82.40	82.30
2001 – 2002	57.34	57.79	57.55	79.69	79.32	79.51

(Source: School Education Department Policy, Government of Tamil Nadu, p.81)



## 2. Mismatch between Education and Employment and Unemployment

During the month of September in 2002, 939 employment exchanges all over the country had registered 4 crore and 16 lakh of which 70% are educated.

(Dinamani, 28.02.2003).

This data indicates the mismatch between the educational training, imparting of skills needed and required and the employment opportunities available.

The context of our discussion of the Community College System as an educational alternative is not only for the unemployed but also the unemployability that is prevalent among the graduates.

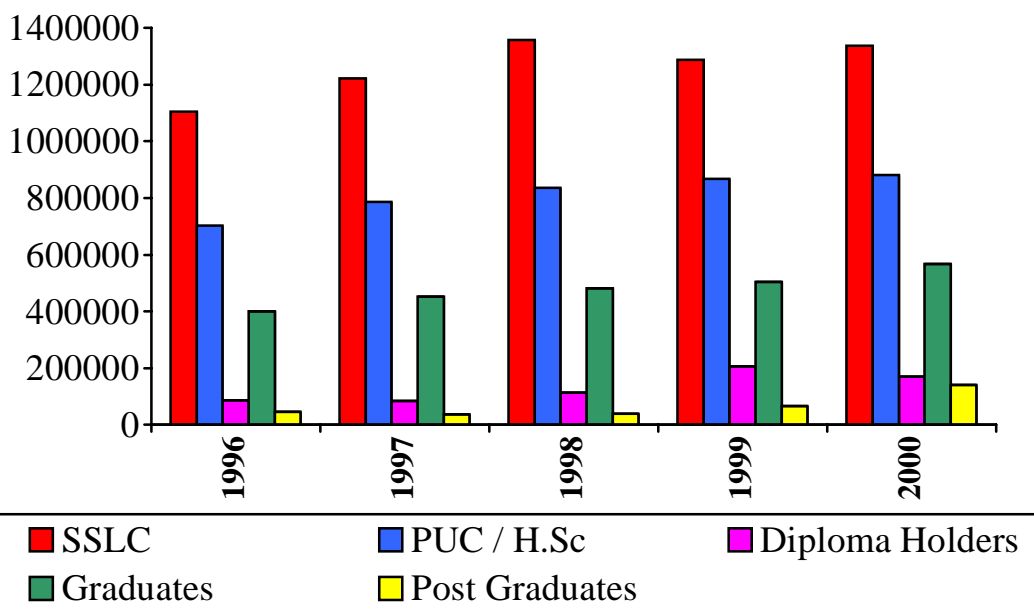
### Educated unemployment in Tamilnadu

The statistics those are available with the Tamilnadu – Economic Appraisal – 1999-2000

#### Educated Applicants registered at the Employment Exchange and waiting for jobs in Tamilnadu as on 31/12/2000

S.No	Education Level	1996	1997	1998	1999	2000
1.	SSLC or Equivalent	1104816	1221609	1356683	1287782	1336927
2.	PUC / Under Graduates	701736	785648	835519	868140	882195
3.	Diploma Holders	87771	85152	114293	206801	169388
<b>4.</b>	<b>Graduates</b>					
i.	Art	113206	118441	130570	114382	132433
ii.	Science	78731	99444	112939	112358	115455
iii.	Commerce	69689	76713	71989	68991	87344
iv.	Medicine	1179	4531	4990	5353	4683
v.	Veterinary	585	1085	1512	939	980
vi.	Agriculture	363	1314	1801	2708	4020
vii.	Agricultural Engineering	281	621			
viii.	Engineering (Others)	25378	36833	37903	43152	45914
ix.	Law	1115	2975	3307	3163	2246
x.	Education	78428	86309	80044	139806	102168
xi.	Graduates (Others)	31428	23621	37232	13630	72738
	<b>Total Graduates</b>	<b>400383</b>	<b>451887</b>	<b>482287</b>	<b>504482</b>	<b>567981</b>
<b>5.</b>	<b>Post Graduates</b>					
i.	Arts	17437	14353	12874	20273	27067
ii.	Science	12763	10650	10849	23808	23623
iii.	Commerce	8984	8570	8617	8021	12405
iv.	Medicine	49	75	169	465	29
v.	Veterinary	23	27	127	76	5
vi.	Agriculture	474	687	970	1125	121
vii.	Agricultural Engineering	79	26			
viii.	Engineering (Others)	615	1002	1060	2688	299
ix.	Law	339	464	940	38	55
x.	Education	1327	1689	2117	2595	47241
xi.	Post Graduates (Others)	3076	1705	2101	7089	29395
	<b>Total Post Graduates</b>	<b>45166</b>	<b>38248</b>	<b>39824</b>	<b>66178</b>	<b>140240</b>
	<b>Grand Total (1 to 5)</b>	<b>2339872</b>	<b>2583544</b>	<b>2828606</b>	<b>2933383</b>	<b>3096731</b>

Source: Tamilnadu – Economic Appraisal–1999-2000, DEAR, Govt of TN. P. S-106.



As per GOI NSS enrolments, the unemployment in Tamil Nadu is as follows.

Area / Sex	Usual Status (%)	Persons in lakh
1. Rural Male	2.7	2.25
2. Rural Female	1.0	1.19
<b>3. Total Rural</b>	<b>2.0</b>	<b>3.44</b>
4. Urban Male	3.6	2.39
5. Urban Female	5.1	1.27
<b>6. Total Urban</b>	<b>4.0</b>	<b>3.67</b>
7. Total Male	2.5	4.64
8. Total Female	2.3	2.46
<b>9. All</b>	<b>2.4</b>	<b>7.10</b>

*Source: NSS 55<sup>th</sup> Round Results*

As per the recent NSS (1999-2000), the percentage of unemployed to the labour force on usual principal status has been estimated at 2.0% in the rural areas and 4.0% in urban areas corresponding to 3.44 lakh persons and 3.67 lakh persons, respectively. The unemployment rate for males is higher than that for females in the rural areas. However, in the urban areas female unemployment rate is higher than that of males. The total unemployment rate for the State as a whole has been estimated at 2.4% corresponding to 7.10 lakh persons. These estimates do not reflect true unemployment situation in the State. It does not capture the existence of disguised unemployment and underemployment. The Employment Exchange data shows among 43 lakh in live registers about one-third account for women applicants. The 'registration' made at the various employment exchanges is purely voluntary. All registered persons are not



necessarily unemployed. However there is no denying that the educated unemployment is on the increase in the State. Among the job seekers, 70% are with matriculation and above qualifications.

Thus the Community College addresses the problems of Unemployment, Underemployment and chiefly Unemployability.

## 2. Objectives of the Study

**The basic objective of the study is to examine the performance of the community colleges in India and assess its scope as an Alternative System of Education in India.** Specifically the study would be

- vii. To suggest Community College as an Alternative System in India.
- viii. To prove how it has helped towards the positive performance in assisting the Community and the beneficiaries, the student and the parents through an objective evaluation of the existing Community Colleges.
- ix. To provide inputs to exploit the untapped resources namely industrial establishments, factories, etc., for collaboration.
- x. To assess the needs of the school dropouts and others to enable them acquire the necessary skills for livelihood and formal qualifications for social status and societal recognition.
- xi. To consolidate the experiences of existing Community Colleges
- xii. To prepare a blueprint and policy framework for the establishment of Community Colleges all over the Country.

## 3. Scope of the Study

The proposed study is an extension of the extensive evaluative studies carried out by the MCRDCE at the local level to be tried at the National Level to evolve a National Policy and National Level core Curriculum Framework.

The collected data will provide broad guidelines and will enable to evolve strategies for training and development of educators of Community Colleges. The data and findings thus collected shall be used to create a National Level Nodal agency to assist and govern Community Colleges at the National Level.

## 4. Research Methodology:

**Primary data** The method of study includes interview with the beneficiaries (students), administrators, faculty members and industrial partners / community leaders.

*(Annexure 1 - Questionnaire – Beneficiaries, Industrial partner / Potential Employer, Community College Administrator / Teacher)*

**Secondary data** has been collected from the literature on the Community Colleges in India, articles published in various leading magazines and newspaper clippings.

*(Annexure 2 – Bibliography)*

## 5. The Study Sample

The study covered a total sample of 29 Community Colleges (22 in TN, 2 in AP, 2 in Karnataka, and one each in Maharashtra, Gujarat and Kerala) and a sample of 1002 students as respondents.

	<b>Numbers</b>
<b>TAMILNADU</b>	
1. Madurai Community College	78
2. Melapudur St. Anne's Community College	58
3. Cuddalore Immaculate Community College	07
4. Palayamkottai Community College	100
5. SCAD Community College	50
6. Periyakulam St. Anne's Community College	11
7. Chennai Corporation Community College (South Campus)	83
8. Chennai Corporation Community College (Central Campus)	89
9. Chennai Corporation Community College (North Campus)	47
10. Chennai Corporation Community College (Alwarpet Campus)	20
11. Kuthenkuly Rural Community College	25
12. Nanguneri Rural Community College	26
13. Devakottai Amala Annai Rural Community College	65
14. Dharmapuri Rural Community College	40
15. Dindigul Community College	21
16. Sadhana Rural Community College	14
17. RUHSA Community College	45
18. Udhayam Rural Community College	27
19. Nirmala Community College	14
20. Devaki Community College	31
21. Asir Community College	05
22. Jeyaprakash Narayan Community College	19
<b>ANDHRA PRADESH</b>	
23. Tenali JMJ Community College	30
24. Nallapadu JMJ Community College	34
<b>KARNATAKA</b>	
25. Bannerghatta Community College	09
26. KGF Community College	25
<b>MAHARASTRA</b>	
27. Vivekananda Community College, Jalgaon	12
<b>GUJARAT</b>	
28. Vidhyadeep Community College, Bharuch	10
<b>KERALA</b>	
29. Auxilium Community College, Kottiyam	07
<b>Total</b>	<b>1002</b>

**The Exact number of responses received – Administrators/ Principals**

1.	Amala Annai Rural Community College	- 04
2.	Kuthenkuly Community College	- 05
3.	St. Mary's Community College	- 05
4.	Dharmapuri Rural Community College	- 01
5.	Palayamkottai Community College	- 12
6.	Vivekananda Community College	- 09
7.	Vidhyadeep Community College	- 01
8.	Immaculate Community College, Cuddalore	- 01
9.	Nallapadu ,J.M.J. Community College,	- 04
10.	10.RUSHA Community College	- 20
11.	Tenali, JMJ Community College	- 04
12.	KGF Community College	- 11
13.	Melapudur St. Anne's Community College	- 07
14.	Auxilium Community College	- 05
15.	Asir Community College	- 05
16.	Madurai Community College	- 11
17.	Dindigul Community College	- 06
18.	Devaki Community College	- 05
19.	Bannerghatta Community College	- 05
	<b>Total</b>	<b>- 121</b>

**The Exact number of responses received – Industrial partners / Potential Employers**

1.	Amala Annai Rural Community College	- 06
2.	Kuthenkuly Community College	- 05
3.	Dharmapuri Rural Community College	- 02
4.	Palayamkottai Community College	- 25
5.	Vidhyadeep Community College	- 05
6.	Nallapadu J.M.J. Community College,	- 05
7.	RUSHA Community College	- 11
8.	Tenali JMJ Community College	- 05
9.	KGF Community College	- 03
10.	Melapudur St. Anne's Community College	- 11
11.	Auxilium Community College	- 01
12.	Asir Community College	- 05
13.	Madurai Community College	- 16
14.	Dindigul Community College	- 11
15.	Devaki Community College	- 05
	<b>Total</b>	<b>- 115</b>

**6. Organisation of the report**

**The Report has been organized into the following seven chapters**

**The impact and prospects of the Community College System in India** is divided into seven chapters.

**CHAPTER I - Introduction**

**CHAPTER II - Special Features of Community College**

**CHAPTER III - History of the Research Study**

**CHAPTER IV - Findings of the Research Study – Students**

**CHAPTER V - Findings of the Research Study – Administrators / Directors / Principals and Faculty**

**CHAPTER VI - Findings of the Research Study – Industrial Partners / Potential Employers**

**CHAPTER VII - Suggestions and Future Directions to strengthen the Community College System**

## CHAPTER – II

### Special Features of the Community College System

#### 2.1 The Salient Features of the Community College – A Summary

The Community Colleges should be established by **non-profit making, non-commercial and community based organisation** with proven years of service to the local community. The establishment of the Community Colleges should be preceded by an extensive **Need Analysis** of the employment opportunities available in the local area and also **the social needs** of the Community. The **Target group** of the Community College is 12<sup>th</sup> passed students, school drop out, rural youth, rural women, existing workforce that wants to update its skills and all who want skill based and need based education at an affordable price.

There is **no age limit** for admission into a Community College. The close and active linkage **between Industries and Community College** is a must for the success of the Community College System. **The industrial partners help** the College in designing the curriculum, providing part time instructors, serving as members of the advisory board and the governing board, taking students for internship and helping them to find job placement. The Community College is a **Multi-campus reality**. The Community College is permitted to the optimum utilization of **the existing Infrastructural** facilities available to the community-based organisation that establishes the Community College.

The Community College tries to respond to the deficiencies of the Vocational system through industry-institutional linkage, competence assessment, proper certification, training on site, life skills training and job oriented programmes decided on the basis of the local needs. It is in the above areas that the Community College is an improvement and departure from earlier initiatives such as it is Community Polytechnics and apprenticeship training. The **curriculum** of the Community College has four distinct parts: **life skills, work skills, internship and preparation for employment**. The certificate programmes for the school dropouts consists of 28 weeks and the diploma programmes consists of 52 weeks for the 10<sup>th</sup> and 12<sup>th</sup> passed students and all others who want skill-based education.

The **evaluation and assessment of skills** done by the Community College has four dimensions: **self-assessment, assessment by the life skills and work skills teachers and internship supervisor at the works spot**. The course fees charged from the recipients of the Community College System should be cost effective and affordable.

#### 2.2 Seven Stages of Preparation

The establishment of a Community College is a careful process of Planning and Implementation. The MCRDCE has guided **62 Community Colleges** and it is helping **20** more towards the proper establishment of these institutions all over the country. The stages given below have been gone through by the above institutions.

*(Annexure 3 – Seven Stages of Preparation)*

### 2.3 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 MCRDCE has done and helped 15 Institutions to do their Need Analysis.

*(Annexure 4 - Need Analysis Questionnaire)*

### 2.4 Curriculum Development – DACUM Process

There has been a lot of struggle during the last six years in discovering the relevant and the needed curriculum to be given to the students of the Community College. So, what is offered as the Curriculum taught in the Community Colleges is a result of the collective search and it is based on the actual teaching experience of many of the Community College Teachers.

The Curriculum of a Community College for a Job oriented diploma programme. Given below is a suggested course outline: Duration of the programme is for 52 weeks and it has 4 distinct parts.

Part – I	Life Skills	<b>21 Weeks</b>	<b>630 Hours</b>
Part – II	Work Skill	<b>21 Weeks</b>	<b>630 Hours</b>
Part – III	Internship & Hands on Experience	<b>08 Weeks</b>	<b>390 Hours</b>
Part – IV	Preparation for employment& Evaluation	<b>02 Weeks</b>	<b>060 Hours</b>
	<b>Total</b>	<b>52 Weeks</b>	<b>1710 Hours</b>

- ✦ Depending on the learning level of the target groups in the local areas, the College could conduct classes from the minimum of Three Hours (for part timers) to maximum of Six Hours per day (for full timers).
- ✦ The curriculum for every Job-Oriented Programme should be designed in collaboration with the practitioners of the Industry / Commerce / Service Agriculture / Rural Sectors
- ✦ The college should help the students to attain their Entry-Level Skills required for the Job-Oriented Programmes.
- ✦ For the Certificate Courses, the Life Skills should be compulsory and the duration of the Work skill course could be modified according to the job requirements.
- ✦ For all the students of the Community College whatever might be their specialized programmes, **Courses on Life Skills are mandatory.**
- ✦ It is advisable to have 25 to 30 students maximum for skills – development in specific Job-Oriented Programmes.
- ✦ The presence Job Placement Cell and Placement Officer is a must in every Community College for effective internship training and subsequent Job Placement.

**2.5 The Basic Curriculum of the Community Colleges with credits is as follows.  
The Curriculum of the 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
<b>TOTAL</b>		<b>21 Weeks</b>	<b>630 Hours</b>	<b>21 Credits</b>

**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
<b>TOTAL</b>		<b>21 Weeks</b>	<b>630 Hours</b>	<b>21 Credits</b>

**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
<b>TOTAL</b>		<b>8 Weeks</b>	<b>390 Hours</b>	<b>13 Credits</b>

**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
<b>TOTAL</b>		<b>2 Weeks</b>	<b>60 Hours</b>	<b>2 Credits</b>

**TOTAL NUMBER OF CREDITS**

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

→ One Credit = 30 Hours of work.

*(Annexure 5 - Curriculum Outline)*

Life Coping Skills, Interpersonal Relation Communication Skills, Developmental English, Basic Computer Applications and Work Skills are Nursing Assistant, Hotel Management, Evaluation and Assessment of Skills and Scheme of Evaluation Life Skills

and Work Skills programme in the Community Colleges for the core subjects of the Curriculum.

## **2.6 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.

## **2.7 Preparation for Employment**

The students of the Community Colleges are trained to prepare a bio-data to attend the interview for Job Placement.

*(Annexure 6 - Preparation for Employment)*

## **2.8 Industrial Partnership**

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.

## **2.9 The Administration and Governance of the Community College**

The Community College ensures that 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 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

*(Annexure 7 – The Administrative Structure of the Community College)*

## **2.10 The Role and Contribution of MCRDCE towards the Community College Movement in India**

### **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 **Madras Centre for Research and Development of Community Education (MCRDCE)** was started in January 1999. It is an undertaking of the Jesuits of Tamil Nadu Province to help and serve the Community College Movement. It is a unit of the Loyola Technical Institute, Madurai (**LTI**).

### **The Objectives of MCRDCE:**

- 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 of the poor and the marginalised

### **The Activities of MCRDCE:**

- 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 Africa and Canada.

## The Programmes of MCRDCE:

- i. Preparation and Establishment of Community Colleges in India:**
  - Established : 62
  - Under preparation : 22
  - Associate Community Colleges with MCRDCE : 84**
- ii. Community College Teachers Training Programmes from all over India:**
  - Total Number of Training Programmes conducted : 12
  - Total Number of Participants : 573
- iii. Regional Workshops:**
  - Total Number of Workshops : 25
  - Total Number of Participants : 1124
- iv. National Workshops on Community College System in India:**  
Co-Sponsor - HRD Ministry, New Delhi
  - No. of National Workshop : 02
  - Total Number of Organisations : 103
  - Total Number of Participants : 262
- v. Consultations among Community Colleges**
  - Total Number of Consultations : 7
  - Total Number of Participants : 518
- vi. MCRDCE and NGOs in India**
  - MCRDCE has worked with 475 NGOs in 23 States.
- vii. Resource Material and Documentation available at MCRDCE**
  - a. **Life Skills** - Detailed syllabus for Life Coping Skills, Interpersonal Relationship and Communication Skills, Basic Computer Applications and Developmental English.
  - b. **Work Skills** - Detailed syllabus for Hotel Management and Office Technology.
  - c. Curriculum outline available for **28 Workskills Programme**
  - d. **978 books** available on Life Skills, Communication Skills, Developmental English and various Workskills.
  - e. Documentation on the History of the Community College.  
(*Newspaper Clippings - 355, Videotapes - 97, Audiotapes - 59 and Photographs - 6717*)
- viii. Publications:**
  - Books:**
    - i. **Changing Track** - Community Colleges in India, *December 1996, Second Edition, June 2001.*
    - ii. **An Introduction to the Community College System (Tamil), September 1998**

- iii. **Including the Excluded** - History of the Community Colleges in India, *January 1999*
- iv. **People Building Business** - Proceedings of the National Workshop on Community College System, *October 2000*.
- v. **A Community College Movement: A National Phenomenon of the National Consultation on Community College System in India, March 2001** – A Monograph
- vi. **Reaching Out: Community College Movement in India - An Update, July 2001**.
- vii. **The Contribution of MCRDCE in the Community College in India, December 2001** – A Monograph
- viii. **Mismatch: Establishing and Developing Community Colleges in India, June 2002**
- ix. **The Growth and Future of the Community College Movement in India, July 2003**.

#### Articles:

→ New Frontiers in Education, New Delhi	- 5
→ University News, New Delhi	- 10
→ Varia	- 6
→ The Community College Times, USA	
→ The Hindu	
→ AIACHE Newsletter	
→ Education world	
→ The Economic Times	
→ News Today	
→ <b>Total number of articles published</b>	<b>- 24</b>

### 2.11 Recognition and Accreditation

The Community College System has been working successfully with 70% 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 MCRDCE 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 MCRDCE 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 18 Community Colleges in India. The MCRDCE is also trying its best to workout **Credit Transfer** with the **Indira Gandhi National Open University (IGNOU)**, New Delhi for Vertical Mobility.

## CHAPTER – III

### History of the Research Study

#### Chronological Time Table of the Research Study

##### Sanctioning, Acceptance and Starting of the Research Study:

Dates	Subjects
9 <sup>th</sup> of August 2002	Communication from Planning Commission sanctioning for MCRDCE
28 <sup>th</sup> of August 2002	Acceptance from MCRDCE to undertake the research study
6 <sup>th</sup> of September 2002	Release of the grant Notice
17 <sup>th</sup> of September 2002	The first instalment of the grant-in-aid is received by MCRDCE
2 <sup>nd</sup> of October 2002	First Communication Requesting co-operation of the Community Colleges to do research study on the Impact and Prospects of the Community College system in India - Commissioned by the Planning Commission of India
8 <sup>th</sup> of November 2002	Reminder to the Community Colleges to send the filled in questionnaire of the students in Jobs.
12 <sup>th</sup> of December 2002	Urgent reminder to the Community Colleges send the filled in questionnaire of the students in Jobs.
12 <sup>th</sup> of February 2003	Industrial Partners Questionnaire Sent
15 <sup>th</sup> of February 2003	Submission of Interim Report on: <b>“The impact and prospects of the Community College System in India”</b> and the Utilization Certificate for the period of Oct – 2002 Feb –2003.
18 <sup>th</sup> of February 2003	Mr. P.K. Agarwal requesting the progress of the students / Draft Report e-mail.
6 <sup>th</sup> of March 2003	The Second instalment of the grant in aid is received by MCRDCE.

- 28<sup>th</sup> of April 2003** Requesting an appointment to Shri. Nigam.
- 1<sup>st</sup> of May 2003** Communication received from Mr. P.K. Agarwal submission of Draft/ Report.
- 5<sup>th</sup> of May 2003** Fax received from Mr. R.K. Verma Private Secretary to the Principal Advisor – appointment with Mr. Lakshmi Ratan.
- 19<sup>th</sup> of May 2003** **10.30 am** - Meeting P.N. Agarwal and submitting the research study draft report to the planning commission
- 10.45 am – 11.30 am** – Meeting Mr. Lakshmi Ratan I.A.S., Principal Adviser, Union Planning Commission, New Delhi on the research study report
- 20<sup>th</sup> of May 2003** Meeting Dr. C. Chandra Mohan, Director, Education on the draft report and the project proposal to be submitted to the planning Commission.

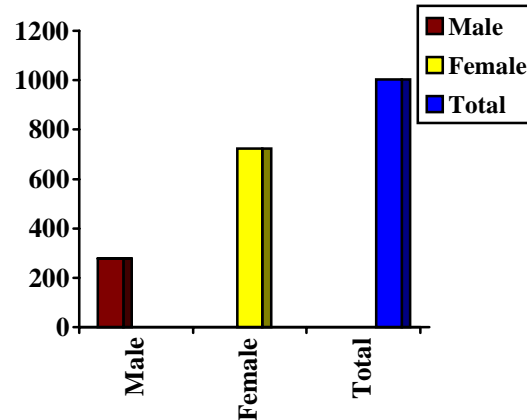
## CHAPTER – IV

### Findings of the Research Study

A total sample of 1002 students (Beneficiaries from 29 Community Colleges. 22 in Tamil Nadu, 2 in Andhra Pradesh, 2 in Karnataka, 1 in Maharashtra, 1 in Gujarat and 1 in Kerala was collected.) The following findings are given from the 1002 respondents from the 29 Community Colleges.

#### 1. Gender

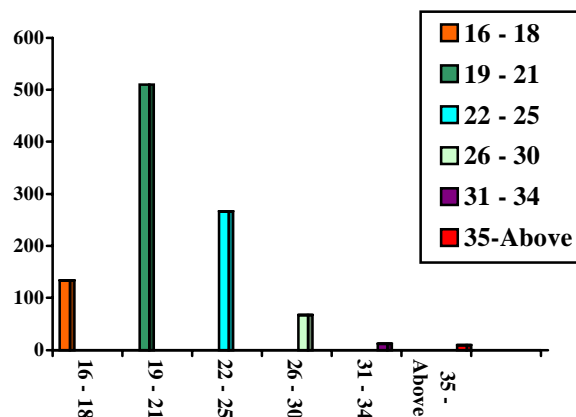
→ Male	278	- 27.74 %
→ Female	724	- 72.26 %
→ Total	1002	-100.00 %



The study shows that **72.26% of the students attending Community Colleges are women. This is due to the fact that 13 out of the 29 Community Colleges chosen for study were run specifically for women.** Hence 724 respondents out of the 1002 collected were naturally women beneficiaries. It is also fact to recon that most of the Community Colleges started are serving women and some of them exclusively women. These colleges are responding to the need for empowerment through capacity building for women resulting in employment.

#### 2. Age

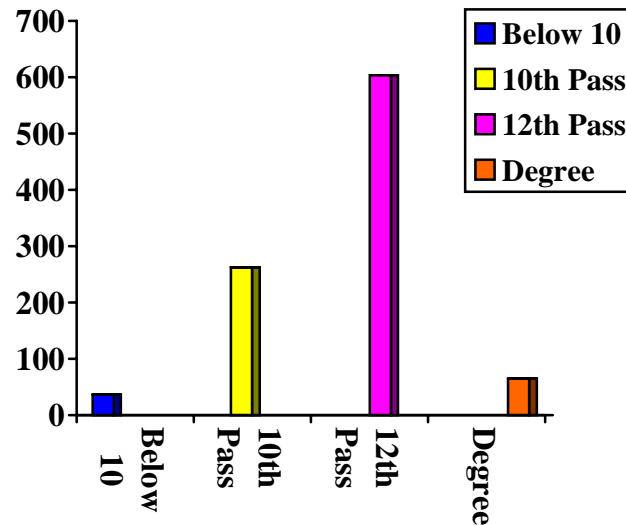
• 16 - 18	134	- 13.38%
• 19 - 21	510	- 50.90%
• 22 - 25	266	- 26.54%
• 26 - 30	67	- 6.68%
• 31 - 34	12	- 1.20%
• 35 – Above	13	- 1.30%
• Total	1002	- 100 %



★ **The study shows that there is no Age bar in benefiting from the Community College System as it ranges from 16 to 47.** The restrictions removed on age for admission has benefited largely widows, abandoned women, divorces etc., It has helped them to stand on their own legs.

### 3. Educational Qualification

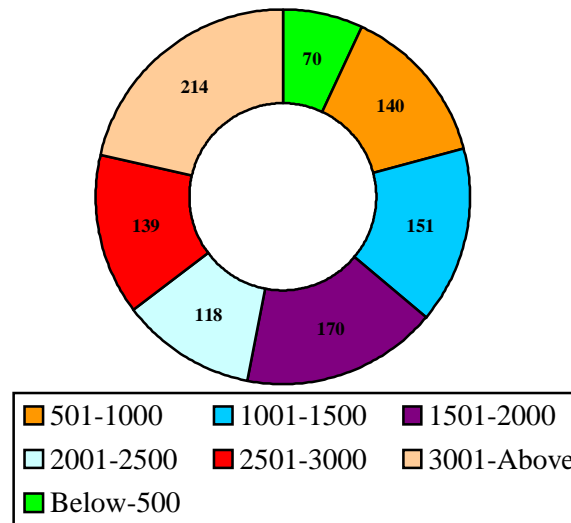
- Below 10<sup>th</sup> 37 – 03.7%
- 10<sup>th</sup> Passed 272 – 27.14%
- 12<sup>th</sup> Passed 625 – 62.37%
- Degree 68 – 06.79%
- Total 1002 – 100%



- ★ **The Research Study shows that all Categories of students are coming to the Community Colleges.** The majority groups belongs to the category of the 12<sup>th</sup> Passed (62.37%). It is also clear that 89.51% of the students who have completed 10<sup>th</sup> and 12<sup>th</sup> Standards are coming to the Community Colleges since they cannot go for Higher Education. **The Community Colleges are also catering to the School dropouts right from 6<sup>th</sup> Standard. All these categories need Skills development and Job orientation.**

### 4. Monthly family Income

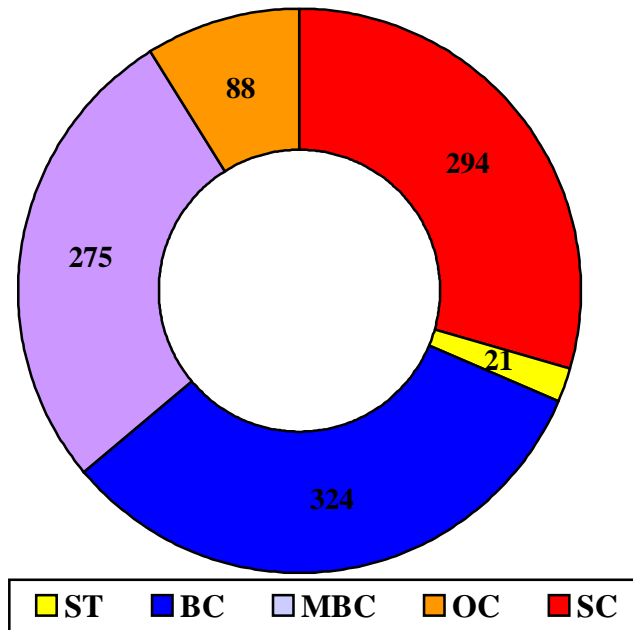
- Below 500 70 – 6.99%
- 501 – 1000 140 – 13.97%
- 1001 – 1500 151 – 15.07%
- 1501 – 2000 170 – 16.96%
- 2001 – 2500 118 – 11.78%
- 2501 – 3000 139 – 13.87%
- 3001 – Above 214 – 21.36%
- Total 1002 – 100%



- ★ **The above study shows that 78.64% of the students belong to the economically backward groups of society with the average of Rs.3000 and below monthly family income.** Thus alleviating the poorer sections of society from poverty and in considerable cases almost doubling the family income.

## 5. Social Classification of Community College Students

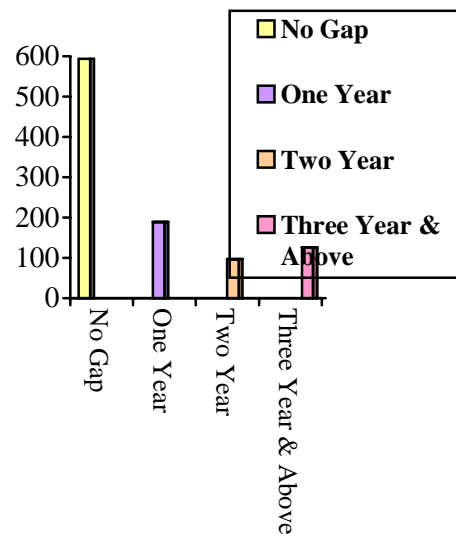
- SC 294 – 29.34%
- ST 21 – 02.10%
- BC 324 – 32.34%
- MBC 275 – 27.44%
- OC 88 – 08.78%
- Total 1002 – 100%



- ★ The Study shows that **91.22% of the Students who are coming to the Community Colleges belong to the Socially backward groups**, as it is evident from the above graph. They belong to SC/ST/BC/MBC coming to the Community College and getting a job and earning a monthly salary raises their social status.

## 6. Time Gap

- No Gap 593 – 59.18%
- One Year 188 – 18.76%
- Two Year 96 – 9.58%
- Three Year & Above 125 – 12.48%
- Total 1002 – 100%

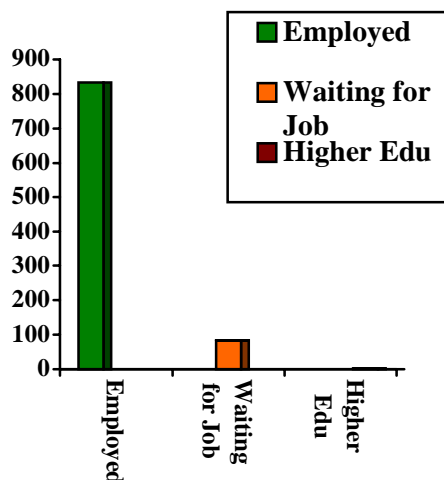


- ★ The above study shows that there is considerable Time gap between the completion early school leaving and attendance at the Community Colleges. **It ranges from no gap to 19 years.** It removes the barriers of age and minimum qualification to continue skill based education.



## 7. Job Placement

- Employed 833 - 83.13%
- Waiting for Job 167 - 16.66%
- Higher Education 02 - 0.21%
- Total 1002 - 00%



- ★ The above study shows that the Community Colleges have achieved 83.13% of Job Placement in the Sample Survey of 1002 Students from 29 Colleges. It also shows the way to match education with employment opportunities and also responds to the region-specific and local opportunities.

## 8. Trade wise Job Placement

S. No	Trade	No. of Job Placements
1	Nursing Assistant	283
2	Computer Software	117
3	Office Management	109
4	Automobile Technology (or) Four Wheeler Mechanism	68
5	Pre-school Teacher Education	65
6	Medical Lab Technology	35
7	Computer Hardware	30
8	Air-condition and Refrigeration	30
9	Two Wheeler Mechanism	27
10	Tailoring and Embroidery	18
11	Electrical and Electronics	10
12	Sonology	8
13	Bakery and Confectionery	8
14	Hotel Management	8
15	Radio and Television Mechanism	7
16	Natural Medicine	4
17	Community Enterprises	3
18	Welding	1
19	Photo and Video Graphy	1
20	Printing Technology	1
<b>TOTAL</b>		<b>833</b>

- ★ The break-up of the 833 samples tradewise is given in the above tabulation.

### 9. Salary received by the students of the Community College per month.

S. No	Description	Numbers	Percentage
1	Rs. 0-1,000	408	40.72%
2	Rs. 1,001- 2,000	351	35.02%
3	Rs. 2,001- 3,000	50	4.99%
4	Rs. 3,001- 4,000	16	1.60%
5	Rs. 4,001-5,000	06	0.60%
6.	Rs. 5,001 – 6,000 above	02	0.19%
7.	Waiting for Jobs	167	16.69%
8.	Higher Education	02	0.19%
<b>TOTAL</b>		<b>1,002</b>	<b>100.00</b>

- ★ **The salary received by the Community College students ranges from 500 to 6000. The Average income by the Community College student is Rs. 1,602.53. The students are able to add to the family income (90%).** In some cases, they are able to double the Monthly Family Income of Rs. 3000/-. This has led to the alleviation of poverty and generation of National Income.

### 10. General Assessment of Community College System by the students who have passed out of the system.

1	5 – Excellent	448	44.71%
2	4 – Very Good	338	33.73%
3	3 – Good	188	18.76%
4	2 – Average	18	1.79%
5	1 – Fair	10	1.01%
<b>Total</b>		<b>1002</b>	<b>100%</b>

- ★ 45% of the students are considering the system to be excellent and relevant and beneficial to them when they go for jobs.

### 11. The Learning of Life Skills

- ★ **The unique feature of Community College System is the training given for Life Coping Skills.** The Life Coping Skills that have proved beneficial to the students are transformative skills that have added value to the personhood and given them a definite focus and praise direction in their lives such as an understanding of their selves, management of stress and time, skills in community. Problem Solving, Decision Making increased in their self confidence and self esteem, a clear understanding of goals leading to self motivation and basic computing skills and ability to communicate with reasonable facility in English. It has also developed in them Coping Skills such as coping with anger, sexuality, loneliness, failure, shyness, criticism, etc.,

## 12. The Learning of Work Skills

The students have learnt a few useful skills to help them in the work environment. To give a few examples.

### 1. Pre- School Teacher

**The 65 Students who took up Pre-School Teaching learnt the following skills.**

- ★ Teaching Methodology, Child Psychology, Able to face slow learners, To understand expectations of the parents, To prepare Notes of Lesson and to have direct teaching – learning experience.

### 2. Computer Software

**The 117 students who went through Computer Software diploma programme learnt the following skills and programs.**

- ★ Desk Top Publishing, Tally, Photoshop, Corel Draw, Page Maker, Windows, Dos, MS. Word, MS. Excel, Power Point, Visual Basic, HTML, FoxPro, C, C++, Java, and E-mail, Internet Concepts and practical, Handling the equipments – monitor, Printer, Keyboard.

### 3. Office Management

**The 107 students who went through the training in Office Management learnt the following skills which have helped them to be efficient office assistance.**

- ★ Knowledge of Office Management, File Arrangements, Basic Computer, DOS, Excel, Power Point, MS. Office, Sending Fax, Voucher Bill, Invoice, Sending Letter, Attending Phone Calls, Spiral Binding, Communication, Bank Transaction, Xerox, Letter Drafting, Preparation of Project, Rules & Regulation, Knowledge about office.

### 4. Nursing Assistant

**The 283 students who have now employed as Nursing Assistant have stated in the study. These following skills have helped them in the hospital and health centres.**

- ★ Basic Nursing, Bed Making, ICU Management, Out patient Care, Anatomy and physiology, Blood Pressure, Maternity Assistance, First Aid Knowledge, Child health and Care, Administering Injection, Health and Hygiene, Knowledge of Medicines, Blood testing, Care of the patients, Knowledge of Diseases, Casualty Management, Ward Management, Personal Hygiene, Checking of the weight etc.,

## 5. Automobile Technology (or) Four wheeler mechanism

**The 68 students who have gone through Automobile Technology, (Four Wheeler Mechanism) have enumerated the following work skills that have helped them good Four Wheeler Mechanics.**

- ★ Knowing about Electrical Wirings of Automobiles, Knowing about Four wheelers, Fundamental Principles of Automobiles, Trouble shooting, Practical knowledge about four wheelers, Tinkering, How to start small business, Able to repair any type of four wheeler, Driving.

## CHAPTER -V

### Findings of the Research Study – Administrators / Directors / Principals and Faculty

The functioning of Community Colleges has been assessed on the basis of the field visits and detailed information collected from the College Administrator / Director / Principal. As noted earlier, 121 such personnel were contacted and details were collected through structured questionnaire, discussion and assessment of the Community College.

#### 1. Positions Held

S.No	Respondents	Numbers
1.	Directors / Administrators / Principals	17
2.	Life Skills Teachers	35
3.	Works Skills Teachers	69
<b>Total</b>		<b>121</b>

#### 2. The Teaching Methodology used in the Community Colleges

S.No	Teaching Methods	Number of Respondents	%
1.	Lecture Method	86	71%
2.	Interactive Method	84	69%
3.	Discussion Method	95	78.5%
4.	Seminar Method	62	51%
5.	Tutorial Method	34	28%

The assessment made on the teaching methodology adopted in Community Colleges reveal that about 71% of the respondents were using Lecture method for explaining the logical principles and guiding the students on the course content. Almost equal proportion respond that they used interactive methods so that students get clear understanding as to what is being taught and they also obtain an instant answers from the students to make sure that whatever is taught is understood by the students.

#### 3. Listing the Evaluation Methods

S.No	Evaluation Methods	Number of Respondents
1.	Quiz Written and Oral	65
2.	Short Answer Questions	93
3.	Objective type Questions	86
4.	Snap tests	37
5.	Field Visits	52
6.	Interview with employees	61
7.	Internship / Hands on experiences	63
8.	Internal Continuous Assessment	79
9.	End-examination	92

The Evaluation methods used in the community Colleges are varied. The methods are aimed at to test understanding of the trade taught leading to skills development. They also aim at enhancing the eligibility for employment.

#### **4. The Criteria of selection of industrial Partners by the Community Colleges**

Since the selection of right Industrial Partners is an important factor in the overall success of the Community College Movement. The following criteria is used by the Community Colleges for selecting the Industrial Partners.

Willingness of the Industrial Partners. Willingness to allow girls to work in order to gain experience. Safety, distance and accessibility to the work spot. Experience in Work skills. Sharing of vision for the poor. Interested to train our students. Commitment for Job placements in their Companies. Having good infrastructure. Good Trainers. Concerned with the upliftment of the students. Frequency of the visits of the industrial partners to our college. Serving as the members of the Advisory board. Ready to provide apprenticeship training. Skill based training. Helping in the Designing the Curriculum. Part time instructors. Allowing the students to work with Advanced equipments. Authorised Service Centres.

#### **5. The functioning of your Community College System in India**

The Directors of Community Colleges accept the responsibility of running the Community College by the Board of the Management of each college. The Governing Body has a few Industrial Partners as its members. The entire system is kept going by the qualified life skills, work skill staff and guest faculty. The Advisory Board for each of the course is in place in every college. The colleges send their students for internship for 2 months. Planning, Monitoring, Evaluation, Training and Placement all are done by the Community College. The Community College improves the living standard of those who are excluded and uplift the downtrodden. They also update the courses every year with the experts from different fields. Most of the colleges have nominal and flexible fee structure. Many colleges have past peoples association. All the colleges follow the pattern of life skills, work skills, internship and preparation for employment.

#### **6. Suggestion to bring about the improvement of the System.**

The colleges need to access the need of the various potential employers. Government recognition is needed. If the colleges get Government Recognition the system would gain societal and national acceptance and the students strength will go up. The Need Analysis of the Employment and Self Employment opportunities should be done every 3 years. Review Meeting among Community Colleges to share their experience and problems should be arranged once a year by MCRDCE. MCRDCE should conduct refresher training programmes for the teachers of Community Colleges.

Professional Enrichment Workshop and sharpening the teaching skills and ways to improve industrial collaboration should be explored. There should be monitoring, close and regular follow-up by MCRDCE of the Community Colleges.

## CHAPTER -VI

### Findings of the Research Study – Industrial Partners / Potential Employers

115 Industrial Partners / Potential Employers were given structured questionnaire to receive the feed back on the Community College System.

#### 1. Benefits of the partnership

5	Excellent	42
4	Very Good	41
3	Good	27
2	Very Fair	05
1	Fair	Nil
<b>Total</b>		<b>115</b>

The Industrial Collaborators with the Community Colleges are considering the benefits of the partnership to be excellent and very good.

#### 2. Benefits of the Internship

##### (i) To the Organization / Industry

5	Excellent	37
4	Very Good	39
3	Good	27
2	Very Fair	11
1	Fair	1
<b>Total</b>		<b>115</b>

##### (ii) To the beneficiaries / Students of Community College

5	Excellent	45
4	Very Good	48
3	Good	18
2	Very Fair	03
1	Fair	01
<b>Total</b>		<b>115</b>

Most of the Industrial partners who have answered the questionnaire considered the benefits of internship to the employing organisation / industries to be excellent and very good. They also feel that the students have benefited through internship and large extent by the active and on-going collaboration by the industrial collaborators and Community College Administration.

**3. How do you find the Community College employees different from the other employees different in terms of knowledge skills / Attitude**

The Industrial Collaborators find the trainees and employees hailing from the Community Colleges are certainly different in terms of their skills and attitudes. They have a good sense of Time Management and they are excellent team players, good in public relations and in work culture. They observe punctuality. They possess positive attitude, perseverance and willingness to learn more. They also exhibit responsibility and accountability and loyalty to the organisation and dedication in the fulfilment of their duties.

**4. How many students have been absorbed as regular employees in your organisation**

The potential employers are impressed so much with the trainers of the Community Colleges that they have employed 301 students immediately after the internship.

**5. General observation about the Community College System**

The Industrial Collaborators find the Community College System being initiated by service minded organisation and the delivery of the Community College System is excellent because it determines the future of the student and helps the school dropouts. They also observe that there is a close scrutiny and feedback on the student throughout the training. The system is most suitable for the economical weaker sections. The community Colleges show the way for the poor to come up. The Industrial Collaborators feel that they are also sharing in the mission, reaching out to the poor and the most deserving. The Community College is a bold concept in the field of education. They also emphasise that they should be non-formal opportunities learn self-employment. They also recommend recognition from the government both State and Central.

**6. Suggestions for improvement**

The Industrial Partners feel that the question of recognition from the Government is so essential for the survival of the system. They also feel the training period / internship should be extended for few more weeks. They advocate women entrepreneur training. Publicity for the system is urgently required to get better placement for the student. Some of them feel the duration of the course to be increased to two years and they want the uniform standard to maintain in all the Community Colleges through regular update of the syllabus and continuous interaction with the Industrial Collaborators.



## CHAPTER - VII

### Suggestions and Future Directions to the Community College Movement in India based on the research study

1. The study shows that the problem of school dropouts can be handled by the Community Colleges by providing them multi –skills since they already have the experience –8th Passed and below 10<sup>th</sup>. These students can be given certificate courses.
2. Technical Vocational Training and Educational (TVT &E) Programme can easily be implemented by the Community Colleges. It could be started as a pilot project taking 800 students – 40 students each for two trades in 20 Community Colleges from July 2004.
3. Lack of recognition has been the major problem faced by those who passed out from the Community Colleges. Recognition by the Ministry of Human Resources Development, New Delhi and the Directorate of Employment and training by the respective State governments will enhance the diploma given by the Community Colleges for national and regional acceptance. It will also ensure the horizontal mobility of the students in terms of getting employment all over the country.
4. The Vertical mobility of going for further education in the respective trades could be ensured by the **National Qualification framework** through credit transfer especially in the Open Universities of the Country like **Indira Gandhi National Open University (IGNOU)**.
5. **The National Institute of Open Schooling (NIOS)** has accredited 18 Community Colleges. Many more colleges would be accredited in the near future for the Vocational courses already offered by NIOS Efforts to be made to get the New courses designed according to the local needs and conducted by the Community Colleges to be accredited by NIOS.
6. The model of the Community College system could be replicated all over the country even a college in 600 districts of the country.
7. The Community College tries to address the deficiencies in the Vocational educational system in the following manner based on the findings of the research study on the beneficiaries as well as the suggestions given by the faculty of Community Colleges and industrial partners.
  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.
8. The important problem, the Community Colleges are facing today is the financial viability. The fees collected from the students are very low (an average fee of Rs. 2500-3000) to make the system cost effective and reachable to the poor and the most disadvantaged. Hence it is recommended that the Central and State Governments could offer to the students from the socially, economically, educationally backward groups scholarships and stipends –Rs 3000 by way of meeting the training cost of per student per year which will help the Community Colleges to strengthen the System. The Planning Commission could recommend the same to MHRD since the Planning Commission has already has already advocated the strengthening of the Community College scheme in the Tenth Five Year Plan

**“There should be focus on convergence of schemes like the Sarva Shiksha Abhiyan, Adult Education and Vocational Education Programme at Schools, Polytechnics, Community Colleges etc. Tenth Five Year Plan (2002-2007), Chapter 2.4 Vocational Education p.51)**

and the commission could allot a few crores for this purpose

9. As the Community Colleges are predominant in South India, the concept of Community College has to be propagated through regional workshops especially in the northern states of India in particular in Bihar, Orissa, Uttar Pradesh, Madhya Pradesh, Rajasthan, Chhattisgarh, Punjab, Haryana, Himachal Pradesh, West Bengal and other north eastern states. These workshops can be conducted to popularize the Concept among service minded organizations and NGOs with the help of the respected state Government.
10. The various components of the Life Skills Programme such as Life Coping Skills, Communication Skills, English, Basic Computing Skills preparation for employment could be included in the whole stream of Vocational Education with the expertise of the Community Colleges and by training teachers of Vocational Schools. There is a need to promote active industrial partnership with agencies like the Indian Chamber of Commerce, Confederation of Indian Industries etc in order to stabilize the internship and job placement.
11. The same Life Skills could be introduced as an integral component to the Arts and Science college students to enhance their employability.

12. The whole movement has been a non-governmental initiative. Hence the governments could provide external support through recognition and awarding of scholarship and stipends to the deserving students. This help could come from the following departments of the government.
  - a) Rural Development Department
  - b) Social Welfare Department
  - c) Health Department
  - d) Women Welfare/Empowerment Department
  - e) Youth Welfare and Sports Department
  - f) The Quasi Government Organisations, Public Sector Agencies to ensure placements
  - g) Funds of the **Special Component Plan** Programmes For the welfare of the SC/ST population.
13. MCRDCE could function as nodal agency to help agencies to establish Community Colleges, to train teachers, to develop curriculum and evaluation methods in the overall direction of the Community College Movement in India. This Centre could be recognized and supported by the Ministry of Human Resources Development, New Delhi.
14. The Study shows that adequate infrastructure facility not available in most of the Community Colleges. Since the nature of the Courses are Vocational and Trade activities. It is essential that adequate infrastructure particularly for hands on training is to be considerably strengthen. While some support could come through Community Contribution and fees collected from the Students. There is need for the Government also to strengthen. There is a need for the Government also to strengthen. The Government for the should also contribute liberally towards equipments, raw materials and supporting structures.