

UGC GUIDELINES FOR B.Voc.

A suggestive list of vocational sectors and related specializations is given below: Universities and colleges may like to identify additional sectors/specializations in view of the potential for employment in the local industries and meet the standards laid down by National Occupational Standards.

No.	Sector	Specialization
1.	Automobiles	
		1. Engine Testing
		2. Vehicle Testing
		3. Vehicle Quality
		4. Auto Electricals and Electronics
		5. Farm Equipment and Machinery
2.	Entertainment	
		1. Theatre and Stage Craft
		2. Contemporary Western Dance
		3. Theatre studies
		4. Acting
3.	Information Technology	
		1. Software Development
4	Telecommunications	
		1. Mobile Communication
5.	Marketing	
		1. Retail
6.	Agriculture	
		1. Farm Machinery and Power Engineering
		2. Green House Technology
		3. Renewable Energy
		4. Processing and Food Engineering
		5. Soil and Water Conservation
7.	Construction	
		1. Building Technology
8.	Applied Arts	
		1. Fashion Technology
		2. Interior Design
		3. Jewellery Design
9.	Tourism	
		1. Tourism and Service Industry
10.	Printing and Publishing	
		1. Printing Technology

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4. Eligibility /Target

All universities and colleges included under Sections 2(f) and 12(B) of the UGC Act, 1956 and receiving plan grant from the UGC are eligible for UGC financial assistance under the scheme.

5. Eligibility for admission in B.Voc.

The eligibility condition for admission to B.Voc.programme shall be 10+2 or equivalent, in any stream.

6. Curriculum

6.1 The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components. Curriculum details should be worked before introduction of the courses.

6.2 Skill Development Components:

- (i) The focus of skill development components shall be to equip students with appropriate knowledge, practice and attitude, so as to become work ready. The skill development components should be relevant to the industries as per their requirements.
- (ii) The curriculum should necessarily embed within itself, National Occupational Standards (NOSs) of specific job roles within the industry sector(s). This would enable the students to meet the learning outcomes specified in the NOSs.
- (iii) The overall design of the skill development component along with the job roles selected should be such that it leads to a comprehensive specialization in one or two domains.
- (iv) In case NOS is not available for a specific area / job role, the university/college should get the curriculum for this developed in consultation with industry experts.
- (v) The curriculum should also focus on work-readiness skills in each of the three years.
- (vi) Adequate attention needs to be given in curriculum design to practical work, on the job training, development of student portfolios and project work.

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6.3 General Education Component:

- (i) The general education component should adhere to the normal university standards. It should emphasise and offer courses which provide holistic development. However, it should not exceed 40% of the total curriculum.
- (ii) Adequate emphasis should be given to language and communication skills.

6.4 The curriculum should be designed in a manner that at the end of year-1, year-2 and year-3, students are able to meet below mentioned level descriptors for level 5, 6 and 7 of NSQF, respectively:

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning and some responsibility for other's works and learning
Level 6	Demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard / non-standard practices	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning

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Level 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill understanding of social political and natural environment good in collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development
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- a. *Professional knowledge is what a learner should know and understand with reference to the subject.*
- b. *Professional skills are what a learner should be able to do.*
- c. *Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job.*
- d. *Responsibility aspect determines the (i) nature of working relationship, (ii) level of responsibility for self and others, (iii) managing change and (iv) accountability for actions.*

6.5 Guidelines for credit calculations

6.5.1 This section contains credit framework guidelines. The university/college should use these guidelines or adapt them.

6.5.2 The following formula should be used for conversion of time into credit hours.

- a) One Credit would mean equivalent of 15 periods of 60 minutes each, for theory, workshops/labs and tutorials;
- b) For internship/field work, the credit weightage for equivalent hours shall be 50% of that for lectures/workshops;
- c) For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study should be 50% or less of that for lectures/workshops.

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6.5.3 The suggested credits for each of the years are as follows:

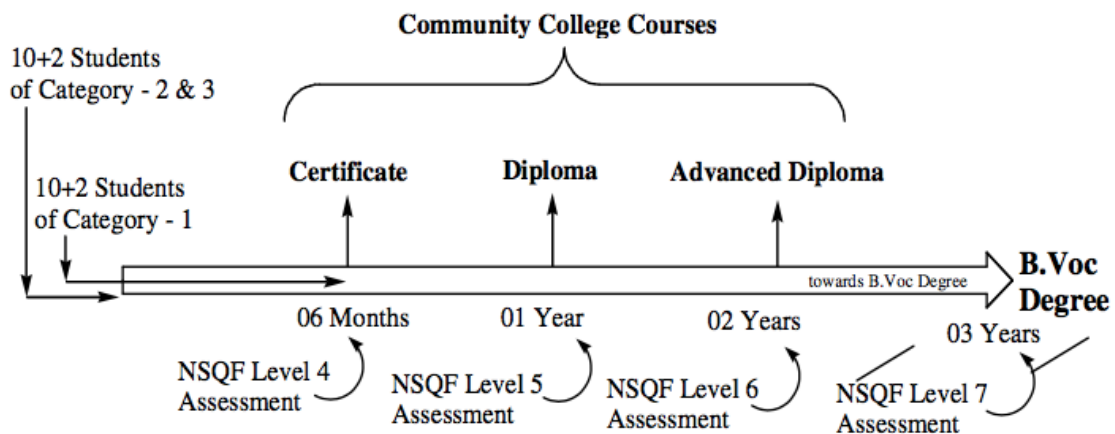
Table 3

NSQF Level	Skill Component Credits	General Education Credits	Normal calendar duration	Exit Points / Awards
Year 3	36	24	Six Semesters	B.Voc.
Year 2	36	24	Four semesters	Advanced Diploma
Year 1	36	24	Two semesters	Diploma
TOTAL	108	72		

- 6.6 The university/college should develop the curriculum in consultation with industry. The industry representatives should be an integral part of the academic bodies of the university/college. While doing so, they should work towards aligning the skills components of the curriculum with the NOSs developed by the respective Sector Skill Councils.
- 6.7 The practical/hands-on portion of the skills development components of the curriculum should be transacted normally in face to face mode, either within the institution or at a specified industry partner location. However, if due to the nature of the skill to be learnt, the industry prescribes its acquisition through blended or distance mode, the same may be followed. In nutshell, the emphasis should be on learning outcome and not the input and processes. The general education component of the curriculum may be transacted in any mode without compromising on quality.
- 6.8 The specialization chosen by the university/college should be based on the existing/forecasted skill gaps in the industry.
- 6.9 Relevance of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with industry, keeping in view their requirements and changes in NOSs. The university/college should incorporate this as a continuous and dynamic process in-built in their system.
- 6.10 The university/college should appropriately use technology to improve the effectiveness of the delivery of courses.

The community college will develop curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 as above during the first six months who will be assessed and certified for NSQF Level 4 of skill competency by concerned SSC at the end of first semester. However, learners belonging to category-1 will not require such certification as they already have NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

All the learners continuing to Diploma courses or further will be treated at par from second semester onwards. Students may exit after six months with a CC Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses. An academic progression for the students in vocational stream is illustrated below:



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- 8.3. Admissions may be done twice a year, depending on the duration of the programmes, to facilitate a steady stream of learners joining the college and moving out as trained work force to the job market.
- 8.4. The applicants seeking re-entry into the CC should get preference in admission over the new applicants.
- 8.5. Student fee should be decided as per the prevalent practice for fee fixation for aided courses.
- 8.6. Attempt should be made to recover part of the operating expenditure from the student fee.
- 8.7. In order to motivate students to join courses under the scheme, an scholarship of Rs. 1,000/- per month will be provided to the students at the end of each semester, subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log. In the event of short attendance or failure of student in the end semester examination, she/he will not be entitled for scholarship during that semester. No arrears shall be admissible to the student for such period.
- 8.8. Students counseling should be an integral part of the admission process. Parents should also be involved appropriately.

9. ASSESSMENT

- 9.1. The Skill component of the course will be assessed and certified by the respective Sector Skill Councils. In case there is no Sector Skill Council for a specific trade, the assessment may be done by allied Sector Council or the Industry partner. The certifying bodies may comply with and obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate with the respective Sector Skill Councils.
- 9.2. The credits regarding **skill component** will be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner.
 - Certificate courses: **NSQF level 4 certificate - 18 credits**
 - Diploma courses: **NSQF level 5 certificate - 36 credits**
 - Advanced diploma courses: **NSQF level 6 certificate - 72 credits**
- 9.3. The **general education component** will be assessed by the community colleges themselves. The following formula may be used for the credit calculation in general education component of the courses:
 - General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or

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tutorial) or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs of workshops / labs.

- For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / tutorials.
- For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials.

9.4. The award of 'Certificate', 'Diploma' or 'Advanced Diploma' to the successful learners in both skills and general education components of the curriculum may be done as illustrated under 6.2.

9.5. The CCs should adopt and integrate the guidelines and recommendations of the respective Sector Skill Councils (SSCs) for the assessment and evaluation of the vocational component, wherever available.

9.6. Letter Grades and Grade Points: The UGC recommends a 10-point grading system with the following letter grades as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

9.7. Computation of SGPA and CGPA: Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) may be adopted:

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the course

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

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where 'C_i' is the number of credits of the *i*th course component and 'G_i' is the grade point scored by the student in the *i*th course component.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, *i.e.*

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where 'S_i' is the SGPA of the *i*th semester and C_i is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.