UNIVERSITY GRANTS COMMISSION

SCHEME OF COMMUNITY COLLEGES

FOR UNIVERSITIES AND COLLEGES (2012-2017)

PREAMBLE

Education plays an important role in the all-round development of human being as well as the nation. It is a unique investment in the present as well as future. Every country develops its own system of education to express and promote its unique socio-cultural identity besides meeting the challenges of time to leverage the existing potential opportunities. India, at present, is recognized as one of the younger nations in the world with over 50% of the population under the age of 30 years. It is estimated that by about 2025, India will have 25% of the world's total workforce. In order to harness the full demographic dividend, India needs an education system which is of high quality, affordable, flexible and relevant to the individuals, as well as to the society as a whole.

The country faces a demand – supply mismatch, as the economy needs more 'skilled' workforce as also the managers and entrepreneurs than produced annually. In fact, majority of the contemporary institutions of higher learning remain almost disconnected with the requirements of the workplace. The skill oriented courses available in the market have low credibility and acceptability with the employers. The traditional higher education system in the country is also rigid in terms of duration of courses, timings for teaching-learning, place of study and choice of subjects.

The 12th Five Year Plan Document of the Planning Commission has laid a special emphasis on expansion of skill-based programmes in higher education. It recommends setting up of Community Colleges (CC) to serve multiple needs, including (i) career oriented education and skills to students interested in directly entering the workforce; (ii) contracted training and education programmes for local employers; (iii) high-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year institutions; and (iv) general interest courses to the community for personal development and interest. The Plan Document also states that Community Colleges will be located to afford easy access to underprivileged students and such colleges could either be established as affiliated colleges of universities or as entirely autonomous institutions.

UGC GUIDELINES FOR COMMUNITY COLLEGES

1. INTRODUCTION

1.1. The Community College model, by and large, will be accessible to a large number of individuals of the community, offer low cost and high quality education locally, that encompasses both vocational skills development as well as traditional coursework, thereby providing opportunities to the learners to move directly to the employment sector or move into the higher education sector. It offers a flexible and open education system which also caters to community-based life-long learning needs. It has a synergistic relationship between the community, community college and the job market.

1.2. The idea of establishing such colleges in the country was unanimously endorsed in the Conference of State Education Ministers held on 22nd February, 2012 and a Committee of Education Ministers of nine States was constituted to finalize the concept and framework of the Community College scheme. The Committee, after wide consultations with all concerned, presented its report to the Government which received the concurrence of the State Education Ministers in the conference held on 6th June, 2012.

1.3. The Government of India has accepted this report and decided to introduce this scheme during the 12th Five Year Plan.

2. OBJECTIVES

The main objectives of the scheme are:

(i)   to make higher education relevant to the learner and the community;

(ii)   to integrate relevant skills into the higher education system;

(iii)   to provide skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity;

(iv)   to provide employable and certifiable skills with necessary general education to Senior Secondary School pass-outs not willing to join existing higher education system;

(v)   to provide for up-gradation and certification of traditional / acquired skills of the learners irrespective of their age;

(vi)   to provide opportunities for community–based life-long learning by offering courses of general interest to the community for personal development and interest;

(vii)   to provide opportunity to move to higher education in future; and

(viii) to offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NVEQF level.

3. TARGET / ELIGIBILITY

3.1. Colleges and universities recognized by the UGC under Section 2(f) and 12(B) of UGC Act, 1956 and receiving General Development Assistance are eligible for implementing the Scheme of CC. The colleges and universities (State, Central and Government Deemed Universities) may submit the proposal under the Scheme as per the format given in Annexure – A, to UGC.

3.2. The CC should not be a part of university department. It applies to both State and Central Universities. However, if it is established by the university, it should have a separate entity.

4. SELECTION OF COMMUNITY COLLEGES

4.1. The CC would be hosted in the existing college / university. While selecting the host institution for the CC, preference will be given to such colleges / universities which have proximity to the local industry partners. Considering an Autonomous College as host institution of the CC, may have added advantages for curriculum design, assessment and governance etc. and therefore, will be accorded priority under the scheme.

5. Governance of Community Colleges

5.1. Each CC will constitute a separate Board of Management for its effective governance which shall include representatives of the affiliating university, relevant industries, their Associations / Professional Guilds, Local Bodies, State Government and UGC nominee. For the purpose of brevity, henceforth the word "industry" will be used to signify all the sectors of the economy including manufacturing, mining, services, agriculture and allied sectors. The Chairman/President of the Managing Committee of the College will be the Chairman of the BoM and the Principal of the College shall be its Member-Secretary. And representative from any of the partner industry as its Co-Chairperson. BoM shall meet periodically to review the functioning of the CC and thereafter as and when required, but at least once in three months.

5.2. The Board of Studies (BoS) would have representatives from the college, university to which the college is affiliated, partner industries and their associations / professional guilds. The Principal of the CC shall be the Chairperson, while the local head of one of the partner industries shall be the co-Chairperson. The BoS shall decide the programmes to be offered by the CC, depending upon the industry needs, and develop the curriculum in modular form in consultation with the partner industry.

6. Programmes and Curricula in Community Colleges

6.1. In order to make education relevant and to create 'industry fit' skilled workforce, the CCs will have to be in constant dialogue with the industry, so that they remain updated on the requirements of the workforce for the local

economy. These colleges should also preserve and promote the cultural heritage of the locality, be it art, craft, handicraft, music, architecture or any such thing, through appropriately designed curriculum with proper assurance of employment including self-employment and entrepreneurship development.

6.2. With a view to make the skill acquired by the learners acceptable nationally, the curricula and system of certification has to be done as per the national standards. In order to facilitate offering of nationally standardized skill related programmes, the Government of India (Ministry of Human Resource Development) has already notified the National Vocational Education Qualifications Framework (NVEQF) on 3rd September 2012 (F.No. 1-4/2011-VE). It is a nationally integrated education and competency-based skill framework which provides for multiple pathways, both within vocational education and between general and vocational education, to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and / or skill system. It permits individuals to accumulate their knowledge and skills and convert them, through testing and certification by the competent authorities, into higher level of certification which could be a certificate or diploma or advanced diploma or PG diploma or a degree in common parlance. Government of India is in the process of finalizing National Skills Qualification Framework (NSQF) which will replace NVEQF.

6.3. The Community College Scheme will lead upto Advanced Diploma Level only.

6.4. CC, in consultation with the local partner industry, will develop the curriculum under the overall guidance of the Board of Studies and Board of Management in case of colleges. However, universities may follow their prevailing practice in this regard. While doing so, they may work towards aligning the curriculum with the National Occupational Standards being developed by the respective Sector Skill Councils. This would promote national and global mobility of the learners, as well as higher acceptability by the industry for employment purposes. CCs will also work towards aligning the course architecture and curriculum design with NVEQF / NSQF.

6.5. If the CC forms a part of an Autonomous College declared by UGC, it may follow the normal process of approval, as applicable, for approval of courses and curriculum in Autonomous Colleges. If it is not an autonomous college, the skill component of the curriculum may be got vetted by the appropriate Sector Skill Council. If there is no Sector Skill Council for a particular discipline, the skill component of the curriculum may be got vetted by the appropriate local industry consortium. In the case of a university, the normal process of approval will be applicable.

6.6. The CCs are to offer knowledge – skill mixed programmes of different durations depending on the need of the local industry leading to certification at various levels of the NVEQF / NSQF. The vocational component of these programmes will conform to the NVEQF / NSQF and the general education component may conform to the university norms. CC may also offer opportunities for the recognition of prior skill and learning, and bridging the gap in skill and learning outcomes to facilitate certification in one of the levels of NVEQF / NSQF.

6.7. The practical / hands-on portion of the vocational component of the curriculum shall be transacted normally in face to face mode. However, if due to the nature of the skill to be learnt, the industry prescribes its acquisition through blended or distance mode, the same may be followed. In a nutshell, the emphasis shall be on learning outcome and not the input and processes. The general aspect of the curriculum may be transacted in any mode without compromising on quality.

6.8. Skill component of the programmes/courses shall be employment oriented. The CCs shall offer Programmes/Courses in domain areas which have significant demand in the job market locally.

6.9. The CCs will offer credit-based modular programmes, wherein banking of credits shall be permitted so as to enable multiple exit and entry. This would enable the learner to seek employment after any level of certification and join back as and when feasible to upgrade her / his qualification / skill competency either to move higher in her / his job or in the higher educational system. This will also provide the learner an opportunity to move from vocational stream to general stream and vice versa subject to fulfilling the entry qualification. Certification of any level of the NVEQF / NSQF will be the entry qualification for the next level of the NVEQF / NSQF.

6.10. Recognition of Prior Learning (RPL): Currently, India's Vocational Education Training (VET) system has almost no system where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of the people in various parts of the country. Institutions with requisite experience will be authorized by the certifying body to conduct assessment for RPL. Objectives of RPL will be twofold: (i) recognition of prior learning or qualification acquired outside the learning path, and (ii) recognition of credits obtained through formal learning. This would lead to career progression and skill up-gradation of the learners as well as engagement of the experienced practitioners as resource persons.

6.11. Relevance of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with all stake holders, particularly the industry, keeping in view their requirements and changes in

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

6.12.   The CCs may also offer short-term certificate programmes of various durations to the learners which would serve the life-long learning needs of the community.

6.13.   The CCs may like to appropriately use Technology to improve the effectiveness of the delivery and of courses.

7. Infrastructure and Faculty in Community Colleges

7.1. The CCs shall operate in the identified buildings and premises of existing colleges / universities. They may use industry sites and those of the approved "Skill Knowledge Providers" (SKPs) wherever required for imparting necessary skills. Each CC needs to have adequate laboratory / workshop facilities for face-to-face delivery of skills and hands-on practice either owned or arranged through tie up with the partner industry or other institution recognized by the certification agency.

7.2. In the CCs, the faculty would typically consist of a permanent core, and a pool of guest / part-time faculty taken from either the industry or open market for imparting skills. The mix of permanent / part time / guest / adjunct faculty would be decided by the host institution with the approval of BoM depending on the local need and availability. The laboratory staff / instructors will be planned and approved by BoM, as per the need. Remuneration to the guest faculty may be paid under this scheme at the locally prevalent rates, but not exceeding the rates prescribed by UGC. However, there will be no cap on the total payment to a particular faculty in a month.

7.3. The CC may also have a part time Coordinator for overall coordination of all the courses, liaisoning with the Industry and other stakeholders.

7.4. For guest lecture/ part time faculty etc, sufficient knowledge of the sector along with relevant industry experience of minimum 2-3 years is desirable.

7.5. The standard of knowledge and skills of the faculty and instructors also need continuous updating through appropriate training and exposure programmes in collaboration with the university, technical education institutes, and industry.

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

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

8. Admission, Fee and Scholarships

8.1. The minimum educational qualification for admission into CC under this scheme will be class 12 pass or equivalent from any recognized board or university. However, provision should be made to enroll students who will come up to this level following the NVEQF / NSQF, thus assuring vertical mobility for students who have completed Level-3 and Level-4.

8.2. For admission to the programmes offered by the CCs, preference should be given to the learners living in the local community. Reservation to SC, ST, OBC and PwD categories will be available as per the extant national / State policy. There shall be no age bar for admission in the Community Colleges.

8.3. Admissions may be done on a rolling basis depending on the duration of the programmes to facilitate a steady stream of learners joining the college and moving out as trained work force to the job market, round the year and not just once in a year.

8.4. The applicants seeking re-entry into the college should get preference in admission over the new applicants.

8.5. Student fee should be decided as per the prevalent practice for fee fixation for aided courses.

8.6. Attempt should be made to recover part of the operating expenditure from the student fees.

8.7. In order to motivate students to join courses under the scheme, an amount of Rs. 1,000/- per month should be provided to the students under this scheme. This should be paid based on satisfactory attendance.

8.8. Students counseling should be integral part of the admission process. Parents should also be involved appropriately.

9. Assessment

9.1. Appropriate mechanism for assessment of the learners' progress towards acquisition of knowledge and skill should be developed by the Community Colleges. Partner industries should also be given a clear and well defined role in the assessment of the learners.

9.2. Practical or hands on skills should be given comparatively more weightage in the overall assessment plan.

9.3. The CC should adopt and integrate the guidelines and recommendations of the respective Sector Skill Councils (SSCs) for the assessment and evaluation of the vocational component, wherever available. They should also involve the SSCs in the assessment process, wherever required. It applies to colleges, both Autonomous and non-Autonomous, and universities to maintain Occupational Standards and the fitness for the job.

10. Certification and Awards

10.1. Award of Certificate, Diploma or Advanced Diploma, as the case may be, would depend on acquisition of requisite credits as prescribed by the certification body and not on the duration of the calendar time spent in pursuing the course.

10.2. The certificate shall mention the credits earned, course duration (in hours), and the curriculum covered. If the course is aligned with NVEQF / NSQF, the corresponding NVEQF / NSQF level should also be mentioned on the certificate.

11. Guidelines for credit calculations

11.1. This section contains credit framework guidelines for the assessing and certifying body. The assessing and certifying body may use them or adapt them.

11.2. The following formula may be used for conversion of time into credit hours to facilitate multiple entry and exit at each level (or within a level) with the bundle of credits earned, clearly certified by the Community College.

a) One Credit would mean equivalent of 14-15 periods of 60 minutes each, for theory, workshops / labs and tutorials

b) For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / workshops

c) For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / workshops

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

Table 1

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

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

a) In Semester-1, skill component could be designed in a way that the student is able to achieve the learning outcomes of Level-4 of NVEQF. It is expected that the time taken to do this for a student, who has completed 10+2, would be at least 50% lesser than the student who does Level-1 to 4 along with school education during classes 9 to 10.

b) In Semester-2, the skill component should be designed in a way that the student covers the learning outcomes for Level-5 of the skill component.

c) This may imply that in some areas, the student may have an extra learning load in Semester- 1 and Semester-2, to make up for the Skill

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

12. Financial Assistance for the Community Colleges

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

may endeavor to involve the industry in the development of laboratories / workshops and making available part-time faculties at the cost of the latter. The CC may also evolve different modes of Public-Private-Partnership for funding the operations of the CCs.

12.2. The host institution shall prepare a comprehensive proposal for the CC, including the budget in the prescribed format (Annexure A). The proposal shall be scrutinized by an expert committee in UGC, on whose recommendations, the amount of financial assistance shall be decided and allocated, subject to a ceiling of Rs. 1 Crores (Rupees One Crores) per CC per year.

12.3. After the approval of the competent authority, grant would be released to the Principal / Registrar of the host college /university by the UGC.

12.4. The Principal of the CC shall open a separate bank account for incurring expenditure on CC related activities. The Grant-in-Aid would be released by the UGC directly into this bank account through e-payment. The CC shall submit Mandate Form in prescribed format given at Annexure B, for receiving e-payments directly in their bank account. Interest earned on the grant, fees collected or any other income will be reflected as receipts and will be treated as additional resources which may be spent on approved items with the permission of the UGC. This will also be reflected in the Utilization Certificate (UC).

12.5. The annual Grant approved by the competent authority would be released to the CC in three installments, the first installment being 50%, second installment being 40% and third installment being 10% of the total allocation. The release of subsequent installments shall be subject to submission of UC and other requirements of the previous installments, as may be specified by UGC.

12.6. Each CC shall furnish UC in prescribed format given at Annexure C, Statement of Accounts (SOAs) and any other documents as may be prescribed by UGC.

13. Monitoring and review of performance of the Community Colleges

13.1. Every CC shall prepare a schedule of activities along with time lines. While the Principal will be responsible for time bound achievement of the milestones, the Board of Management (BoM) of the CC would monitor its progress periodically, but at least once in three months. The review report of the BoM shall be submitted to the UGC, as per the format attached in Annexure - D.

13.2. The Monitoring of the scheme should necessarily also look at the following areas:

a)   Funds received and utilised by the college.

b)   Student intake proposed, students admitted, on rolls, drop outs and certified – course wise.

c)   Students placed – role / designation, organisation, starting salary, location.

d)   Industry engagement: MoUs, guest lecturers invited, internship and on job training, workshop facilities provided on their premises / in CC premise, commitment on recruiting students, students actually recruited and their average salary, financial assistance provided to the college.

e)   Curriculum alignment with industry requirements, National Occupational Standards and NVEQF/NSQF.

f)   Lab / workshop facilities

g)   Extent of alignment with the needs of the local community.

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

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Annexure-A
SCHEME FOR COMMUNITY COLLEGES

PROPOSAL FORM
Detailed financial requirements for the Proposed Community College

1. **Details of the Proposed Community College:** *Please ensure that the details entered below match exactly with the details registered with UGC.*

1.	**Name of the host College / University:**			
2.	**Full Postal Address:**			
3.	**Name of the Affiliating University**			
4.	**Whether covered under Section 2(f) and 12(B) of the UGC Act, 1956**	Yes / No	**Whether Autonomous**	Yes / No
5.	**Whether the college is aided or self financing?**			
6.	**Name, designation and contact details (Tel/fax/mobile/email) of Head of the Institution.**			
7.	**Website URL of the College / University**			
8.	**Any other relevant information (*Maximum 100 words*) College / University may like to share**			

2. Details of the Proposed Programmes

S. No.	Trade or Sector Name	Name of the Programme(s)	Duration		No. of credits	Entry qualification	Partner Industry	Certification Authority	Proposed intake of students (Annually)
			Hours	Months					
1.									
2.									
3.									
4.									
5.									

(It will be advisable to start with one or two programmes; stabilize their functioning, review the performance and then expand subsequently)

3. Governance Structure of Community Colleges:

3.1. Will the **Board of Management / Executive Council** for the proposed Community College be same as that of the host Institution? (YES / NO)

3.2. Please provide the proposed composition of **Board of Management / Executive Council** of the Community College with name / designation / address and contact details of Members: *(At least one Industry partner should necessarily be a part of BoM)*

S.No.	Name	Designation in parent organization	Address	Contact Details (Mobile, email)
1.				
2.				
3.				
….				

3.3. Is **Board of Studies** of proposed Community College same as that of the host Institution:

3.4. Please provide composition of **Board of Studies** of the Community College with name / designation / address and contact details of Members: *(Subject matter experts from the industry partner should necessarily be in the BoS for each of the respective trades / Sectors)*

S.No.	Name	Designation in parent organization	Address	Contact Details (Mobile, email)
1.				
2.				
3.				
….				

4. Details of partnership with local industry

4.1. Curriculum Design

    4.1.1. Has the Curriculum for each programme been developed in consultation with the industry partner? (YES / NO):

    4.1.2. Please provide details of Industry Representatives (Name / Designation/ Address) involved in design and preparation of curriculum for each of the proposed programme (s):

S.No.	Name of the Programme	Details of the Industry Representative(s)		
		Name	**Name of Organisation and Address**	**Contact Details (Mobile, email)**
1.				
2.				

    4.1.3. Has the curriculum been approved by the Board of Studies of the Institution? (YES / NO)

    4.1.4. When was the curriculum approved by the Board of Studies of the Institution?

    4.1.5. Alignment with National Occupational Standard of the Sector Skills Council and NVEQF / NSQF:

S.No.	Name of the Programme	NOS (Yes / No)	NVEQF / NSQF Level	Remarks
1.				
2.				

4.2. Availability of Faculty

S.No.	Name of the Programme	Number of Faculty				Name of the Industry Partner providing guest faculty
		Needed	Available with Host Institution	Guest Faculty to be hired	Guest faculty to be provided by Industry Partner	
1.						
2.						

4.3. Training needs of Faculty

S.No.	Name of the Programme	Details of Training Needed and duration	Training Provider (College / Industry)
1.			
2.			

4.4. Availability of Infrastructure

  4.4.1.   Please Provide details of physical infrastructure
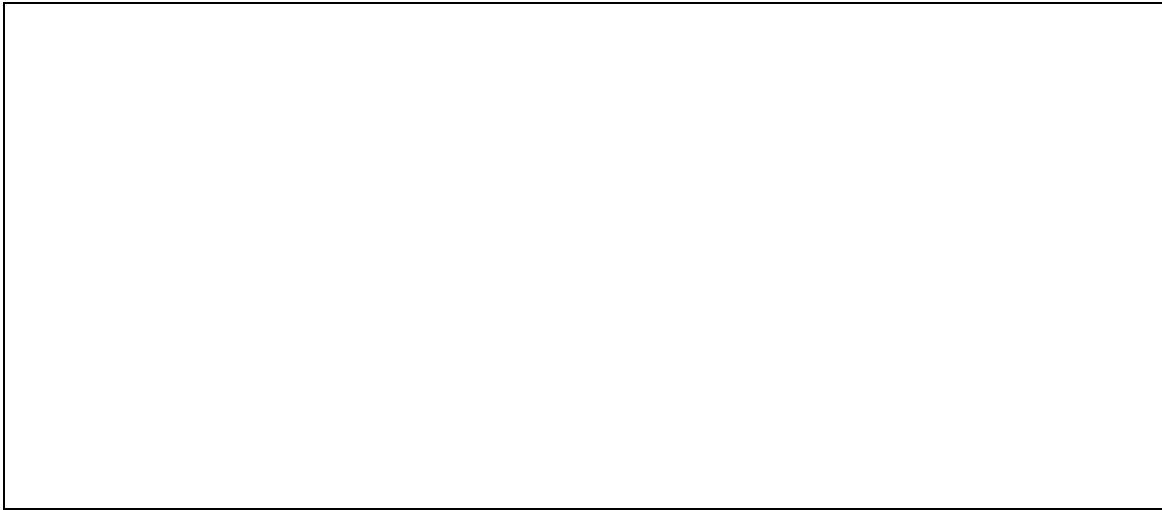
S.No.	Name of the Programme	Availability of physical infrastructure		
		Infrastructure	Available in the Host College/ University	To be provided by Industry Partner
1.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		
2.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		

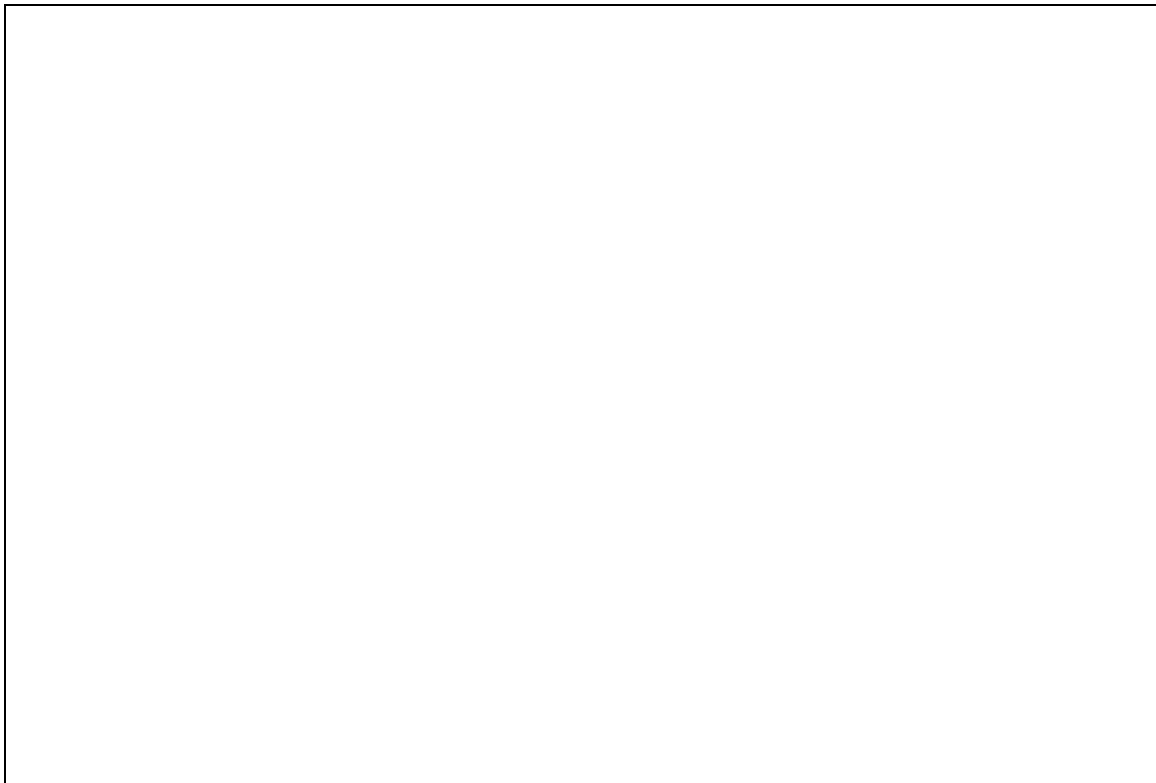### 4.5. Learner placement plan:

  4.5.1.   Please provide details of plans, for enabling placement of students of Community College in partner industry:

S. No.	Name of the Programme	Details of proposed placement of learners	
		Industry Partner name(s)	Expected placement Numbers by the partner industry at the end of the programme
1.			
2.			

4.5.2. How would the Community College set up an effective mechanism for placement of students?

4.6. Any other relevant information which the host institution may like to provide:

4.7.

5. Details of Expenditure: *(It is assumed that the existing infrastructure / faculty will be used as far as possible. The expenditure to be listed here is only for any incremental requirements the host institution may have for running the Community College.)*

5.1. To be incurred by the host institution (College / University)

S. No.	Components	Expenditure (amounts in Rs.)			Remarks *(Provide justification for expenditure)*
		Year-1	**Year-2**	**Total**	
1.	**Faculty / Staff**				
a.	Contractual				
b.	Guest				
c.	Lab Assistant				
d.	CC Coordinator				
2.	**Raw Materials etc. for Labs / Workshops**				
a.					
b.					
c.					
3.	**Faculty Training**				
a.					
b.					
4.	**Admission Process, Pre-admission Student Counselling etc.**				
5.	**Office Expenses/ Contingencies (**including expenditure on publicity, guidance and counselling, transport, field visits, postage, stationery, electricity, water etc.**)**				
6.	**Travel**				
7.	**Others**				
a.	Assessments				
b.	Contingencies				
c.	Workshops / conferences / seminars				
d.	Scholarship / Internship / Incentive to students				
e.	Any other expense				
	TOTAL				

5.2. To be incurred by the industry partner

S. No.	Components	Expenditure (amount in Rs.)			Remarks *(Provide basis for expenditure)*
		Year-1	Year-2	Total	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	TOTAL				

6.   Student / Learner Fee details:

S.No.	Programme(s)	Fee per student	Proposed student intake per year			Total Fees proposed to be collected		
			Y1	Y2	Total	Y 1	Y2	Total
1.								
2.								
Total								

7.   Any other Information which the host college / university may like to provide.

_____

Signature with Seal of the Head of the Host Institution

Name :

Date:

ANNEXURE - B

MANDATE FORM

Electronic Clearing Service (Credit Clearing)/ Real Time Gross Settlement (RTGS) facility for receiving payments.

A. Details of Accounts Holders:-

1.	Name of Account Holder	
2.	Complete Contact Address	
3.	Telephone Number/Fax/E-mail	

B. Bank Account Details:-

1.	Bank Name	
2.	Branch Name with Complete Address, Telephone No. and E-mail	
3.	Whether the Branch is computerized?	
4.	Whether the Branch is RTGS enabled? If yes then what is the Branch's IFSC Code	
5.	Is the Branch also NEFT enabled?	
6.	Type of Bank Account (SB/Current /Cash Credit)	
7.	Complete Bank Account No. (Latest)	
8.	MICR Code of Bank	

I hereby declare that the particulars given above are correct and complete. If the transaction is delayed or not effected at all for reasons of incomplete or incorrect information I would not hold the use Institution responsible. I have read the option invitation letter and agree to discharge responsibility expected of me as a participant under the Scheme.

Date: Signature of Customer

Certified that the particulars furnished above are correct as per our records.

(Bank's Stamp)

Date: Signature of Customer

1. Please attach a photocopy of cheque along with the verification obtained from the bank.

2. In case your Bank Branch is presently not "RTGS enabled", then upon its up gradation to "RTGS Enabled" branch, please submit the information again in the above proforma to the Department at earliest.

NOTE:- Refund of Security Deposit/ Hire Charges Due to operation of E-payment w.e.f. 01/04/2012 the Mandate form may please be submitted, duly verified by the bank, to this office for claiming Refund of Security Deposit/Hire Charges along with a photocopy of blank Cheque.

ANNEXURE - C

UNIVERSITY GRANTS COMMISSION, NEW DELHI

UTILIZATION CERTIFICATE

It is certified that the total grant of Rs._____ (Rupees ....) sanctioned by the UGC vide letter No. F._____ dated_____ has been utilized by the college/university as per details given in the attached statement in accordance with the terms and conditions laid down by the UGC vide its letter No_____ dated_____ and that all the terms and conditions have been fulfilled by the college/university and the grant has been utilized for the purpose for which it was sanctioned.

It is further certified that the inventories of permanent and semi-permanent assets created/acquired wholly or mainly out of the grants given by the UGC as indicated in the enclosed statement are being maintained in the prescribed form and are being kept up-to-date and these assets have not been disposed off, encumbered or utilized for any other purpose.

If as a result of check or audit objection, some irregularity is noticed at a later stage, the college/university will refund the objected amount.

_____   _____

Signature of Principal / Registrar with Seal   Signature of Auditor with Seal

Note: The Utilization Certificate should be accompanied by audited statement of account indicating expenditure on various items.

ANNEXURE - D

UNIVERSITY GRANTS COMMISSION, NEW DELHI

ANNUAL PROGRESS REPORT (to be submitted annually to the UGC by each CC)

1. Name and Address of the college:

2. Name of the Principal of the College:

3. Period of the Progress Report:

4. Activities Taken up During the Year:

5. Utilization of Grants during the Year:

6. Specific Outcome:

7. Difficulties encountered in implementation, if any:

CERTIFICATE

This is to certify that the data/ information presented in this Annual Progress Report are true and correct to the best of my knowledge and belief and the required documents will be provided to the UGC, as and when the same are called for.

_____

Signature with Seal of Principal of the College / Registrar of the University

Place:

Date: