CHAPTER -1
INTRODUCTION

"If community colleges are going to fulfill their core mission, essential and ongoing assessments must be done to structure an environment of student success and completion."

- Walter Bumphus

Save money!
Save time!
Gain experience!
Sample a career!

India looks globally for ideas about solving its own higher education gaps related to its capability to educate large numbers of youth, as well as availability of relevant and flexible technical training programs, it will certainly pick and choose the basics from global models that will work greatest within its own context. Today, community colleges, as with other higher education institutions around the globe, are instituting planned objectives involving internationalization and are finding new ways to reach these aims and objectives. One such path is engaging in international improvement work. In the context of higher education, development work often involves capability building at partner institutions in a developing country, which in turn helps countries address multiple development challenges. These include issues such as youth unemployment, agricultural production, poverty, public health and sustainable natural resources management. In the community colleges, much of the work has centered on facilitating training, curriculum, consultation and program development, resources and professional development opportunities in significant disciplines and technologies. Over the years, the community college movement in India has become a national phenomenon. Although the as such, it has created its own history over the past two decades. At present, there are more than 500 concept of the community college has not really been accepted by the

Indian educational community, community colleges in about 22 states and union territories that offer education to empower the disadvantaged and the underprivileged, including the urban, rural and tribal poor and women. In India, community colleges have a major role to play because in association with local industries and the community they facilitate students attain skills that lead to gainful employment. Community colleges provide a range of multi-focused programs in occupational, Technical and continuing education planned to meet the workforce needs of the regions where the colleges are situated. Community colleges also provide "bridge" courses to complete higher certifications, ensure employability and competency of the individual trained, teach life skills and communication in English, and offer training in personal, social, language, communication and creative skills. Indian community colleges focus on three main components: information (30 percent), attitude (40 percent) and skills (30 percent). A main milestone in the Indian community college system was in 2005 when the Tamil Nadu Open University (TNOU) recognized 67 Community colleges as Vocational Program Centers (VPCs). In 2005-06, 4,711 students studied in various vocational programs leading to skills development and job placements.

1.1 History of Community College

Since 1995, Indian community colleges have developed as energetic institutions of higher education that provide educational programs. The Indian Center for Research and Development of Community Education (ICRDCE), Chennai (under the leadership of Dr. Xavier Alphonse) has worked since 1998 to ensure that the government acknowledges and confirms the significance of community colleges. ICRDCE has also worked to persuade the UPA government to include community colleges in the aim of the Common Minimum Program. Another major step in the establishment of the community college system came when the National Knowledge Commission reported that the system of affiliated colleges for undergraduate education, which may have been fine five decades ago, is no longer adequate. The Commission recommended four steps for improvement in the system: First, colleges require economy, either as individual colleges or as clusters of colleges, based on established criteria. Second, affiliated colleges should be redesigned to offer both vocational and formal education. Third, the Central Board of Undergraduate

Education, along with the State Boards of Undergraduate Education, should set curricula and conduct examinations for affiliated undergraduate colleges. These boards would separate academic from administrative functions and give quality benchmarks. Finally, they would establish new undergraduate colleges as community colleges and associate them with the Central Board of Undergraduate Education, State Boards of Undergraduate Education or a new or existing university. By July 2011, more than 540 community colleges in different parts of the country registered under the IGNOU Community College Scheme and approximately 50,000 students were enrolled in 2,358 different programs of study. In addition, the existing community colleges in Tamil Nadu have an exciting record of 75 percent job placement.

1.2 The Activities of Indian Center for Research and Development of Community Education (ICRDCE)

- To respond to the dynamism of the Community College Movement in India.
- To offer a resource centre with books and study materials
- To help in the procedure of curriculum development
- To have guidance Programme for the Community College teachers and administrators
- To evolve methods of evaluation and assessment of skills
- To popularize the idea all over the country
- To help in the preparation of Community Colleges
- To document the method and evolution of the Community College Movement
- To influence the State and Central Governments, Universities and the UGC, to identify and accept the Community College System as an educational alternative
- To replicate the model all over the country with the help of the Human Resource Development Ministry, New Delhi.
- To enter into International networking of Community Colleges in USA, UK, Germany, Australia, South & East Africa, Canada and Papua New Guinea.

Table.1.1. Year wise community college in India

1995	Pondicherry University Community College	1
1996	Madras Community College	2
1997	Madurai Community College	3
1998	M. S. University Community Colleges and Community Colleges started by NGOs	8
1999	Chennai Corporation Community College, Tenali and Nallapadu JMJ Community Colleges, Andhra Pradesh	25
2000	RUHSA Community College, Vellore	33
2001	Vivekananda Pratishthan Community College, Maharashtra, SDA Roorkee Community College, Uttaranchal AID Community College, Garhwa, Auxilium Community College, Kottiyam, and Udhayam Rural Community College for Women, Trichy	43
2002	Chrompet Community College, Ertram, Rural Community College, Adaikala Annai Rural Community College, Tabitha Community College, Dr. Chandra Devansan rural Community College, Sahaya Annai Community College, YWCA Community College, Church Park Community College, Auxilium Community Colleges, Pullurthy and Kattappana,	57
2003	St. Teresa's Community College, Eluru and Tarbes Community College, Bangalore, Teresian Community College, Villupuram, Tamil Nadu, St. Teresa's Community College, Nagoonhalli, Karnataka, Auxilium Community College, Trivandrum, Kerala, St. Xavier's Community College, Mapusa, Goa	75
2004	Pravaham Community College, Tamilnadu, Ursuline Community College, Gumla St. Aloysius Community Colleges, Jabalpur, Bhopal Community College, Madhya Pradesh	88
2005	Upaya Science and Technology, Rajgangpur, Orissa, M.S. Panwar Community College, Solan, Himachal Pradesh, University Community College, Hyderabad, St. Joseph's Community College, Visakhapatnam,	125

	St. Ann's Community College, Srikakulam and Arilova, Kovalam Community College (Tamilnadu), Deepanjali Community College, Gumla (Jharkand)	
2006	KRUPA Community College, Paddapai, Gangasaras Community College, Pattukottai, SMSH Community College, Kodayanallur, BWDA Community College, Villupuram, Maria Nivas Community College, Nandigama, Mysore Mines Community College, KGF, Vijayamari Community College, Mangalore, Mount Carmel Community College, Kottayam, SVD Community College, Mumbai, Bethany Community College, Noida, Bethany Community college, Ludhiana	160
2007	Ceyrac Community College, Kancheepuram Dt., Vivekananda Community College, Ramanathapuram, New Hopes Community College, Porur, Cluny Community College Karaikal, Government Polytechnic Community College, Manesar	188
2008	Prasannakumari CWC Community College, Kilpauk, Chennai, Bethel Community College, Coimbatore, Shishu Mandir Community College, Bangalore, Don Bosco Community College, Keela Eral	206
2009	Paul Antony Community College, Sivakasi, Seva Rural Community College, Chennai, Pearl Rural Community College, Paramakudi, Sneha Jyothi Community College, Thimmarapupalem, Symbiosis Community College, Pune, St.Joseph's Community College, Jamshedpur	278
2010	Fatima Community College, Jayakondam, Vasantham Community College, Dharapuram	308
2011	SWATE Community College, Karur, Dr. Gupta Community College, Chennai, Theresa Community College, Dindigul, Amala Annai Community College, Daltennganj	310
2012	Sriram community college, Thiruvallur Dt., CHRSE Community college, Elagiri Hills, Villor Dt.,	318
2013	Patna Women's Community college, Patna, Bihar, MCC Community	338

	college, Chennai	
2014	Swami Vivekananda Community college, Chennai, Mariya Nilayam Community College, Honnavar, Fatima Matha Community college, Trivandrum	343

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

1.3 Establishment and Philosophy of Community College

The founding of the Community Colleges should be preceded by an extensive analysis on the need and availability of the employment opportunities of the local area and also of the social requirements of the community. Institutions which are run for the Community, by the Community, and of the Community provide opportunities to all sections of society. It encourages the students who may want to attend a regular degree but are not academically; personally or economically prepare to begin study in the regular system. In Community College, student can study without the age and qualification barriers. It serves as a Community based institution of higher education. Community college gives the lifelong learning to have an educated Force.

1.4 Community College

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 authorization to five Community Colleges in September 1998. It spread to Andhra Pradesh with the starting of JMJ Community College in Tenali in July 1999.

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 proper skills development leading to gainful

employment in collaboration with the local industry and the community and get skills for employment and self employability of the above sections of people in the society.

The Community College model, by and large, will be reachable 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 provides a flexible and open education system which also caters to community-based life-long learning requirements. It has a synergistic association between the community, community college and the job market.

For most entering community college students, an assessment center is one of the first places they will visit on campus to take exams testing their proficiency in math, reading, and sometimes writing. According to suggestion the College Board provides to such students, "You cannot 'pass' or 'fail' the placement tests, but it is very important that you do your very best on these tests so that you will have an accurate measure of your academic skills."1 While it is true that students receive numeric scores rather than passing or failing grades, 92 percent of two-year institutions use the resulting scores for placement into remedial education **(Parsad, Lewis, & Greene, 2003)**

1.5 'Alternative' System of Education

First, we focus on teaching life-coping skills. This covers self-respect, motivation, time management, dealing with isolation and failure a complete attitudinal formation of the individual. Second, we have an active relationship with employers. So far, formal education and industries have been like a railway track, they never met. But with community colleges, they are very much a part of the process. Internship is a must for everyone, because we believe that hands-on experience is invaluable. Here, we follow a reverse process as compared to formal education. We perform a complete analysis of the employment scene and see where people are required. We have assured job placement.

1.6 Why were Community College Started?

Community college was started to provide the equal opportunities to every people. In my experience as a research scholar, I had seen that the poor people always get eliminated. They needed a space of their own. According to a UNDP survey, there are 550 million people in India without skills, though we are ranked seventh when it concerns information technology skills. Obviously, skills of the day are not reaching the poor.

1.7 How is the Community College Success ding?

It is an optimistic growth. I believe that we have crossed the first step of conceptualizing and implementation. Now we require focused on consolidation and quality sustenance. Personally, I wish the community colleges to go to rural areas as well. We require setting them up there, hone skills in integrated farming, tapping native medicines, horticulture and so that they can give back to the community. Another thing we require to focus on is the vertical growth of the students, how to introduce them into other universities for higher studies. We should try to connect with open universities for this purpose.

The idea of the Community College is to be of the Community, for the Community and by the Community and to make responsible citizens. The Community College promotes job oriented, skill – based, work related, and life coping education. The Community College program is in conformity with the Indian political will that prioritizes in education, vocational education and information technology education.

- The Community College is an innovative educational alternative that is fixed in the community given that holistic education and eligibility for employment to the underprivileged
- The dream of the Community College is to be of the Community, for the Community and by the Community and to make liable citizens.
- The key words of the Community College are access, teaching methodology, flexibility in syllabus and cost effectiveness and equal opportunity in relationship with industrial, commercial and service sectors of the rural area and responding to the social requirements and issues of the local community, promotion of self

employment, internship and job placement within the rural area and small business development, declaration of ability and eligibility for employment.

1.8 International development of Community Colleges

USA students have been admitted in Community colleges so far is one Core and Seventeen Lacks (11.7 million).Out of which, Enrolled full time: 40% students and Enrolled part time: 60% students. In Canada, Twenty four lacks Students are studied so far. Out of which, enrolled full time 35% students and enrolled Part time 65% students. In USA, 59 % of new nurses and majority of other health care Technicians are coming from Community Colleges. Nearly 80% of Fire safety Technicians and law enforcement officers are Educated in Community Colleges. 95 % of Business and other organizations offer employment to Community College graduates. 47 % of community college students get the financial aid from different sources.

1.9 Scheme of Community College

Education plays a significant 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 state and encourage its unique socio-cultural identity besides meeting the challenges of time to influence the existing potential opportunities. India, at present, is known as one of the younger nations in the world with over 50% of the population under the age of 30 years. It is probable that by about 2025, India will have 25% of the world's entire workforce. In order to harness the full demographic dividend, India requires an education system which is of high Quality, flexible, affordable and significant to the individuals, and also to the society as a whole.

The 12th Five Year Plan Document of the Planning Commission has laid a special highlighting on development of skill-based programmes in higher education. It recommends setting up of Community Colleges (CC) to serve various needs, including (i) career oriented education and skills to students paying attention in directly entering the workforce; (ii) contracted guidance 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 attention courses to the community for personal development and concern The Plan Document also states that Community Colleges will be located to afford easy access to disadvantaged students and such colleges could either be established as associated colleges of universities or as entirely autonomous institutions. The Government of India has accepted this report and decided to introduce this scheme during the 12th Five Year Plan.

1.9.1 The main Aims of the Scheme are

- To make higher education relevant to the learner and the community;
- To integrate applicable skills into the higher education system;
- To offer skill based education to students currently pursuing higher education but actually paying attention in entering the workforce at the earliest opportunity;
- To provide employable and certifiable skills with essential general education to Senior Secondary School pass-outs not ready to join existing higher education system;
- To provide for up-gradation and certification of traditional / acquired skills of the learners irrespective of their age;
- To provide opportunities for community based life-long learning by offering courses of general interest to the community for individual development and interest;
- To provide opportunity to move to higher education in future; and offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NVEQF level.

1.9.2 Target / Eligibility

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 Community College. 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.

2. The Community College 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.

1.10 Selection of Community College

The Community College would be hosted in the existing college / university. While selecting the host institution for the Community College, 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 Community College, may have added benefits for curriculum design, assessment and governance etc and therefore, will be accorded priority under the scheme.

1.11 Governance of Community Colleges

The Board of Studies (BOS) would have representatives from the college, university to which the college is joined, partner industries and their associations / professional guilds. The Principal of the Community College 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 provided by the Community College, depending upon the industry needs, and develop the curriculum in modular form in consultation with the partner industry.

1.12 Programs and Curricula in Community Colleges

- In order to make education relevant and to create 'industry fit' skilled workforce, the Community colleges 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 encourage the cultural heritage of the locality, be it art, craft, handicraft, music, architecture or any such thing, through properly designed curriculum with proper assurance of employment including self-employment and entrepreneurship development.

- With a view to create 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 providing 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 several 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 movement to higher levels from any starting point in the education and / or skill system. It permits individuals to accumulate their knowledge and skills and change 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.

- The Community College Scheme will guide up to Advanced Diploma Level only. Community College, in consultation with the local partner industry, will develop the curriculum under the overall administration of the Board of Studies and Board of Management in case of colleges. However, universities may pursue 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 encourage national and global mobility of the learners, as well as higher acceptability by the industry for employment purposes. Community College scheme will also work towards aligning the course architecture and curriculum design with NVEQF / NSQF.

- If the Community College forms a part of an Autonomous College declared by UGC, it may follow the normal procedure of approval, as applicable, for authorization 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 procedure of approval will be applicable.

- The Community College scheme are to provide 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 provide 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.

- 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.

- Skill component of the programmes/courses shall be employment oriented. The Community College Scheme shall recommend Programmes/Courses in domain areas which have important demand in the job market locally.

- The Community College Scheme will provide credit-based modular programmes, where in banking of credits shall be permitted so as to facilitate 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 offer 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.

- 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 applicable to the diverse traditional occupations of the people in different 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 development and skill up-gradation of the learners and also engagement of the experienced practitioners as resource persons.

- Significance of programmes offered, along with that of the curriculum is essential. Therefore, monitoring, assessment 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 study 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 Community College Scheme shall include this as a continuous and dynamic process in-built in their system.

- The Community College Scheme may also provide short-term certificate programmes of various durations to the learners which would provide the life-long learning needs of the community.

- The Community College Scheme may like to appropriately use Technology to get better the effectiveness of the delivery and of courses.

1.13 Infrastructure and Faculty in Community Colleges

- The Community College Scheme 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 required skills. Each Community College requirements to have adequate laboratory / workshop facilities for face-to-face delivery of skills and hands-on practice either owned or set through tie up with the partner industry or other institution recognized by the certification agency.

- In the Community College Scheme, 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 authorization 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.

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

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

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

1.14 Certification and Awards

- 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.

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

Table.1.2. Credit Calculations

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

NVEQF Level	Skill Component Credits	General Education Credits	Normal calendar duration (post meeting the entry criterion)	Exit Point/ Awards
6	72	48	Four Semester	Advanced Diploma
5	36	24	Two Semester	Diploma
	18	12	One Semester	Advance Certificate
	9	6	Three Month	Certificate
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.				

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 propose could be adopted during this period:

- In Semester-1, skill component could be planned in a way that the student is able to accomplish 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.

- In Semester-2, the skill component should be planned in a way that the student covers the learning outcomes for Level-5 of the skill component.
- This may imply that in some areas, the student may have an additional learning load in Semester- 1 and Semester-2, to make up for the Skill.
- On completion of Advanced Diploma, a student is eligible for admission to Level-7 (third year), leading to B. Voc. Degree.

1.15 Career Intervention

Career choice and planning have become a critical matter in life especially to teenagers. Numerous educational opportunities and highly competitive and drastic change of labor market trend are all challenges faced by young people as they are preparing themselves for the future. These challenges may caused confusion and pose placement problems for those in position of making career decision. Career decision making is a long process. It requires the ability to integrate various kinds of information related to personal and career. Career decision can only be made after the individual consider career information which relates to the jobs **(Sidek, Mohd. Noah, 2002).**

1.16 Curriculum and Structural Programme

Community College are access, flexibility in program and teaching methodology, cost effectiveness and equal opportunity in association with industrial, commercial and service sectors of the local area and responding to the social requires and issues of the local community, internship and job placement within the local area promotion of self employment and small business development, declaration of ability and eligibility for employment.

Curriculum design is attending to the different components of curriculum (i.e., the student learning plan). Provided an elaborate list that comprised rationale, learning

objectives, content, learning activities, teacher role, learning materials and resources, grouping, location, time, and assessment **(Van den Akker, 2003).**

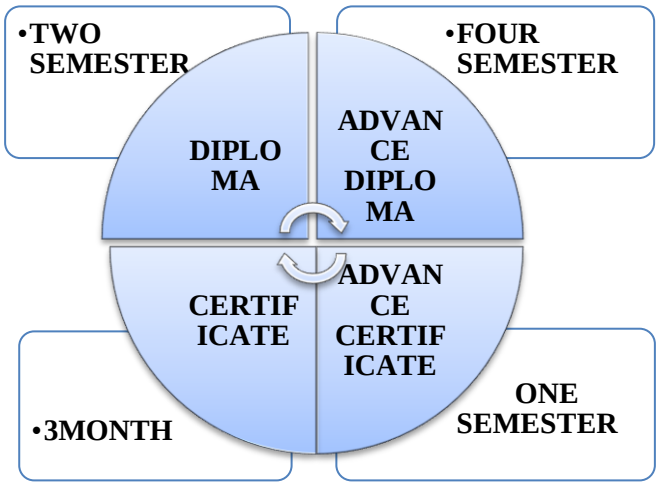

Fig. 1.1 Programme of Community College

1.17 Credit System

Credit means points awarded on successful completion of a course. One credit is earned by system of Successful completion of examination. Credit is also equivalent to certain Hours of classes.

Table 1.3 Types of Courses preferred by Community College

1.	Nutrition and Dietetics	15	Garment Manf. Services Management
1.	Silk production	16	Architecture
3	Elementary Teacher Education	17	Diploma in office automation & E-governance
4	Certificate in Desk Top Publishing	18	Live stock production & management
5	Craft & Design (Pottery) CCDP	19	Personality Development
6	Visual Arts	20	Computer technology
7	Certificate in Garment Stitching	21	Primary Education

8	Early Childhood Care & Education	22	Radiology & Imaging Technology
9	PG Dip. In Journalism & Mass Communication	23	Medical Lab Technology
10	Nursing administration	24	Computer Integrated Manufacturing
11	Dental Assistant	25	Mechanical Engineering
12	B. Voc. (Renewably Energy Management)	26	B. Voc. (Retail Management)
13	B. Voc. (Retail Management and IT)	27	Advanced Diploma (Food Processing)
14	Advanced Diploma (Health Care)	28	Advanced Diploma (Hospitality and Tourism)

Table.1.4 Community College of Uttar Pradesh

Community College of Uttar Pradesh			
1	Rica's Community College (Allahabad, Uttar Pradesh	22	ATDC IGNOU Community College (Kanpur, Uttar Pradesh)
2	Chail Community College (Allahabad, Uttar Pradesh)	23	C-Impact Institute (Agra, Uttar Pradesh)
3	Adarsh Community College (Saharanpur, Uttar Pradesh)	24	Calson Sewa Sansthan (Raebareli, Uttar Pradesh)
4	Alliance College of Management & Technology (Noida, Uttar Pradesh)	25	Drishtee Development and Communication Ltd. (Noida, Uttar Pradesh)
5	Alliance College of Management & Technology (Ghaziabad, Uttar Pradesh	26	HI-Tech Institute of Information Technology (HIIT) (Lucknow, Uttar Pradesh)
6	All India Institute of Information Technology (Allahabad, Uttar Pradesh)	27	The Indian Academy (Lakhimpur-Kheri, Uttar Pradesh)
7	A K College (Firozabad, Uttar Pradesh)	28	Iqbal Narain? IGNOU Community College (I.N.S Memorial Society) (Lucknow, Uttar Pradesh)
8	Acupressure Research Training & Treatment Institute (Lucknow, Uttar Pradesh)	29	IPM Institute of Tech & Management (Kanpur, Uttar Pradesh)

9	ATDC IGNOU Community College (NOIDA, Uttar Pradesh)	30	Shri Shakti Degree College (Ghatampur, Dist: Kanpur Nagar, Uttar Pradesh
10	Institute of Quality Awareness and Training (IQAT) (Greater Noida city, Dist Gautam budhnagar, Uttar Pradesh)	31	Jupiter Academy (Lucknow, Uttar Pradesh)
11	JKSS Community College (Allahabad, Uttar Pradesh)	32	JMV Community College (Lucknow, Uttar Pradesh)
12	Munnu Babu College of Management & Technology (Azamgarh, Uttar Pradesh)	33	Microtek Educational Society (Varanasi, Uttar Pradesh)
13	MEDICA (Meerut,Uttar Pradesh)	34	Nihshulk Chikitsa Mandir (Orai, Dist-Jalaun, Uttar Pradesh)
14	National Computer Saksharta Mission (NCSM) (Orai(Jalaun), Uttar Pradesh)	35	Nimbus Educational Welfare Society (Mirzapur, Uttar Pradesh)
15	Narayan Institute for Career Planning & Management (NICPM) (Kanpur, Uttar Pradesh)	36	AYSK Community College (J.P. Nagar, Uttar Pradesh)
16	New Life Community College (Ghaziabad ,Uttar Pradesh)	37	Naini Industrial Training Centre (Allahabad, Uttar Pradesh)
17	Pacific College of Physiotherapy (Gorakhpur, Uttar Pradesh)	38	Pragati Gramodyog Vikas sansthan (Jhansi, Uttar Pradesh)
18	Prince Institute of Innovative Technology (Budh Nagar, Uttar Pradesh	39	Rohshef Consultants (Kanpur, Uttar Pradesh)
19	Centre for Science Development and Media Studies Noida (CSDMS) (Noida, Uttar Pradesh)	40	Shri Shakti Degree College (Ghatampur, Dist: Kanpur Nagar, Uttar Pradesh)
20	Sampark Community College (Noida, Uttar Pradesh)	41	Shobhit University (Meerut, Uttar Pradesh)
21	Unity Degree College (Lucknow, Uttar Pradesh)		

Source, IGNOU WIKI/Community Colleges/Uttar Pradesh

By July 2011, more than 540 community colleges in different parts of the country registered under the IGNOU Community College Scheme and approximately 50,000 students were enrolled in 2,358 different programs of study. In addition, the existing community colleges in Tamil Nadu have an inspiring record of 75 percent job placement. Despite these impressive figures, there are major challenges, with the fact that due to the

suspension of IGNOU scheme many students did not receive examination results, certifications and diplomas. This has cast a shadow over the implementation of the community college system in India and a committee is presently investigating the IGNOU Community College Scheme.

In order to give credibility to the community colleges, the government should take the matter of the existing community colleges under the IGNOU community college scheme seriously. While the government has taken note of the require for a community college system in India, there is no clear implementation plan. An autonomous agency is required to act as a link between the government and the community to propagate and apply the community college scheme.

Table.1.5 Numbers of ICRDCE Managed Community Colleges in India, by State

S.R. No.	Name of States	Number of Community Colleges	S.R. No.	Name of States	Number of Community Colleges
1	Tamilnadu	215	**10**	Pondicherry	4
2	Karnataka	25	**11**	Uttar Pradesh	3
3	Kerala	13	**12**	Chhattisgarh	2
4	Jharkhand	13	**13**	Haryana	2
5	Andhra Pradesh	10	**14**	Gujarat	1
6	Maharashtra	7	**15**	Himachal Pradesh	1
7	Orissa	7	**16**	Punjab	1
8	Madhya Pradesh	6	**17**	Assam	1
9	West Bengal	5	**18**	Jammu & Kashmir	1
				Total	**317**

Source: Xavier Alphonse, S.J., Director, Indian Center for Research and Development of Community Education.

1.18 Challenges and Opportunities

Because most campuses serve a primarily local population, competition among colleges is limited. Students generally lack information about the relative quality of their local college. Among the mix of federal funds and programs devoted to the community college sector, very few aim to get better institutional performance. Given limited resources available for instructional costs, community colleges rely heavily on part-time adjunct lecturers who often lecture multiple courses at various colleges and obtain low wages and no benefits.

Despite widespread interest in using data to inform decision making, it's hard to integrate findings from institutional research into every day practice. Many community colleges lack adequate numbers of trained researchers to use student-level data and organize it for instructional planning. The quantity and quality of college financing information that families receive differs by social class.

1.19 Learning Outcomes and Success

An "outcome" is something that happens to an individual student as a result of his or her presence at an institution or participation in a particular course of study. But there are many types of outcomes other than student learning. A "student learning outcome," in contrast, is suitably defined in terms of the particular levels of knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

Community colleges now offer "student success" courses that teach students how to write notes, take tests, and manage their time; that help students explore their learning styles; and that encourage students to develop plans for college and careers **(Derby & Smith, 2004).**

Student learning outcomes explain what students should know, be capable to do, and value by the end of their educational program. Within undergraduate education, four common dimensions of learning outcomes are generally identified:

- **Knowledge Outcomes** pertain to grasp of fundamental cognitive content, core concepts or questions, basic principles of investigation a broad history, and/or varied disciplinary techniques.
- **Skills Outcomes** focus on ability for applying basic knowledge, analyzing and synthesizing information, assessing the value of information, communicating effectively, and collaborating.
- **Attitudes and Values Outcomes** encompass affective states, personal/professional/ and ethical principles, social values.
- **Behavioral Outcomes** reflect a manifestation of knowledge, skills, and attitudes as evidenced by presentation contributions, etc.

1.20 Academic Stress

In life it is very common to hear about death and taxes in first and second position, and stress comes in the third position of humans 'problems **(Bernstein, et al, 2008).** Stress is part of life no matter how wealthy, powerful, attractive, or happy people might be. However, stress may take different forms depending on the situation. Stress may arise when one is doing a difficult exam, an automobile accident, waiting in a long line, during a day on which all goes wrong etc.

Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors **(Bernstein, et al 2008).**

Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. In the last few decades, alarm has already been provoked by the proliferation of books, research reports, popular articles and the growing number of organized workshops, aiming to teach people how to cope with this phenomenon **(Keinan & Perlberg 1986).**

Academic stress among university students has become a topic of interest for few researchers to day. Academic commitments, financial pressures, and the lack of time management skills have resulted in many university students experiencing intense stress at predictable times during each semester. University students' health and academic

performance can be negatively affected because of higher degree of stress **(Campbell & Svenson, 1992).**

However, stress is perceived in different ways and may mean different thing to different individuals. It is perceived as events or situations that cause individuals to feel tension, pressure, or negative emotions including anxiety and anger. Moreover, other people define stress as the response to existing situations, which includes physiological changes (increased heart rate, and muscle tension), emotional and behavioral changes **(Bernstein, et al 2008).**

1.21 Effects of Stress

Physical and psychological responses to stress generally occur together, principally when stressors become more intense. However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress response of worrying about getting a heart attack. Physical responses can be when a person escapes from a terrible accident or some other frightening events, he or she will experience rapid breathing, increased heart beating, sweating, and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome. The psychological responses to stress can appear as changes in emotions, thoughts (cognition), and behaviors **(Bernstein et al., 2008).**

1.22 Coping with Stress

Stress does not affect all people equally, but stress can lead to illness and negative experiences. Coping with stress is therefore an important factor, it affects whether and how people search for medical care and social support and how they believe the advice of the professionals **(Passer & Smith 2007).**

Stress among college students may also result from overextended workloads, problems with time management, challenges with interpersonal relationships, or fear of academic failure. Community college counselors have encountered an array of issues affecting students, including academic and educational, career, and personal concerns **(Durodoye, Harris, & Bolden, 2000).**

1.23 The Term define of Community College in Different Countries

1.23.1 Community Colleges in India

The Community College scheme was launched by HRD Ministry on 4th July'09 at Vigyan Bhawan, New Delhi. These community colleges offer two year Associate Degree in different skill based fields. The community colleges also offer diploma and certificate courses in various field which promotes the job oriented, work related, skill - based and life coping education. 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 requirements 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.

1.23.2 Community Colleges in Australia

In Australia, the term community college is not used. Analogous to community colleges are colleges or institutes of Technical and Further Education (TAFEs); public institutions mostly regulated at state and territory level. There are also an increasing number of private providers of varying social esteem; often these are colloquially called 'colleges'. TAFEs and other providers carry on the tradition of adult education, which was recognized in Australia around mid 19th century when evening classes were held to help adults improve their numeracy and literacy skills. The majority of Australian universities can also be traced back to such forerunners, although obtaining a university charter has always changed their nature. In TAFEs and colleges today, courses are planned for personal development of an individual and/or for employment outcomes. Educational programs cover a variety of topics such as arts, languages, business and lifestyle; and are generally timetabled to be conducted in the evenings or weekends to accommodate people working full-time. Funding for colleges may come from government grants and course fees; and many are not-for-profit organizations. There are located in metropolitan, regional and rural locations of Australia.

1.23.3 Community College in Canada

In Canada, the term community college is not broadly used. There are 150 institutions that could be roughly equivalent of the US community college in certain contexts. They are generally referred to simply as "colleges" since in common usage a degree granting institution is almost exclusively a university. In the province of Quebec, even when speaking in English, all colleges are incorrectly called Cégeps, the French acronym for the public system: "Collège d'enseignement génral et professionnel", meaning "College of General and Vocational Education". (The word College can also refer to a private High School in Quebec). Colleges are educational institutions given that higher education and tertiary education, granting certificates, and diplomas. Associate's degrees and bachelor's degrees are granted by universities, but, in some courses of study, there may be an agreement between colleges and universities to collaborate on the education requirements toward a degree. Only in Western Canada is the term Associates degree used as in the United States. In other parts of Canada a degree is usually attained as a 4 year study program, and to a much lesser degree now (except in Quebec, where it is the norm), in 3 years. Each province has its own educational system reflecting the decentralization of the Canadian provinces and therefore of the education system.

1.23.4 Community College in Philippines

In the Philippines, a community school functions as elementary or secondary school at daytime and towards the end of the day change into a community college. This type of institution offers night classes under the supervision of the same principal, and the same faculty members who are given part-time college teaching load. The concept of community college dates back to the time of the former Minister of Education, Culture and Sports (MECS) that had under its wings the Bureaus of Elementary Education, Secondary Education, Higher Education and Vocational-Technical Education. MECS Secretary, Dr. Cecilio Putong, who in 1971 wrote that a community school is a school established in the community, by the community, and for the community itself.

1.23.5 Community college in United Kingdom

In the United Kingdom, except for Scotland, a community college is a school which not only provides education for the school age population (11–18) of the locality, but also additional services and education to adults and other members of the community. This education includes but is not limited to sports, adult literacy and lifestyle education.

1.24 Introduction of Selected Community College for Study

1.24.1 B. B. A. U. Community College Lucknow

Babasaheb Bhimrao Ambedkar Central University is set to start a community college, aimed at empowering the youth through skill-based and vocational training. "The community colleges are like a parallel system of education and will recommend short duration credit-based modules, leveraging on the National Vocational Educational Framework to facilitate mobility of the learners in the growing employment sector," said **Prof RC Sobti, vice-chancellor** of the university.

The college would provide certificate programmes to diplomas, he added. Notably, the primary focus of the college would be on empowering students from marginal and underprivileged sections to make them more employable. "It will help the less fortunate students to find gainful employment in collaboration with the local industry and community".

The proposed colleges would include tailor-made courses for industry and adopt a flexible entry and exit system. It would also try to collaborate with the local industry partners, to give skill-oriented education to its students. "The community colleges will also act as a source of economic development as it will afford skilled workforce to the country, which in turn will contribute to the upliftment of the economy," **vice-chancellor R.C. Sobti** added.

1.24.2 National P G College Lucknow

National P G College is a set to start community college in Lucknow, Uttar Pradesh. The college is affiliated to the University of Lucknow. The National P G College had

Diploma in Office Automation & E-Governance under Community College. Recently the University Grant Commission has sanctioned Two B. Voc. Courses and One under Community College. The courses are (1.) B. Voc. in Banking & Finance (2.) B. Voc. in Software Development & E-Governance.

1.24.3 Government Girls Polytechnic College Lucknow

Government Girls Polytechnic College, Lucknow was established for imparting technical education to women and to develop their personality. Government Girls polytechnic College started a community college which offered diploma course in Automobile Engineering.

1.24.4 Kamala Nehru Institute of Physical and Social Science Sultanpur

Kamala Nehru Institute of Physical and Social Science Sultanpur was started the Diploma in Fashion Designing, Diploma in Computer Graphic Animation, Diploma in Sericulture and Diploma in Sales Marketing for developing a career of community college student.

1.25 Benefits of the Community College

The successful of community colleges are evaluated by the number of students get employed or self-employed. The scope of community college in India day by day increases, because the procedure to enroll in community college very easy and any one can access it. And there is no age limitation, no minimum qualification and they charge very low fees. Today's students want very fast growth in their career with in a very short duration, through the certificate and diploma courses, the community college offered the opportunity for achieving a dynamic goal of the student. Many students arrive at community college with a host of problems, concerning inadequate knowledge about how to navigate college as well as poor academic skill. Community college provides developmental courses and other academic supports to help students overcome skills deficiencies and succeed in their professional life. Community colleges direct empower to the society, especially to weaker section of peoples, through the learning, developing skills and delivering knowledge. That helps in become employed any person. And make

educate the society along with eliminate the poverty from society. Community colleges have progressive approach to escalate of standardization of society and facilitate in deliver better alternate education services that's help nation development.

- Recognition and Approval of the Job Oriented programmes all over the Country conducted by the Community Colleges.
- Financial assistance from the Government of India to the Community Colleges as an experimental venture given that partial support to the training cost of every student.
- Integration into other Educational Systems in the Country, Accreditation and the possibility of vertical and horizontal mobility. The crucial subject of who is to start a Community College Non Commercial, Non Profit making Community based organizations which have distinguished themselves for Community Service and which can provide the target group i.e. the urban poor, rural poor and women.
- To keep the Community College System as a Non Governmental initiative to be supported and encouraged with adequate autonomy and flexibility since the Community College leads to the inclusion of the excluded gives the best to the least and empowers the disadvantaged and the underprivileged.
- Includes the Excluded
- Gives the Best to the Least
- Enhances the Human Resource Development
- Alleviates Poverty
- Empowers the disadvantaged groups, particularly women.
- Competence and Capacity building system.
- Creates self - Employment Opportunities.
- Constructive channeling of energies of vast proportions of the educated unemployed.
- Catalyst to Rural Development.
- Democratic response to the current processes of Privatization, Globalization and Liberalization.

- Instrument to promote Communal Harmony and National Integration
- Movement of the People.

1.26 Statement of the Problem

Despite the advancement in technology and management system or governed by the Indian government and other non government organization. We are still deficient proper achievements and goals in the area of education. It is require of the hour we speed up the process of development.

The beginning of 21st century with the advent of internet revolution, emerging technologies, new media, open sources movement and opening up of economies as a outcome of globalization. As a nation, we cannot fail to appreciate the need for skill-based, work connected as well as universal education. The relevance of community colleges to meet the educational aspirations of the community for an open variety of academic necessities in an economy like that of ours which is progressively moving towards a knowledge economy cannot be ignored. By enhancing access to higher education to student populations, these institutions trigger in a virtuous cycle of egalitarian opportunities, sustained income generation and the consequent improvement in quality of life.

1.27 Objectives of the Study

1. To identify the various courses running under the community college, activities and placement areas.
2. To assess the curriculum and structural programme being adopted by the community college to improve the career of the student.
3. To study the learning outcomes and success of the community college student.
4. To determine the student academic stress of community college.
5. To develop a booklet for helping out the student of community college.

1.28 Hypothesis of the Study

H0: there is no significant difference among means of the various course students and academic stress.

H0: there is no significant difference among means of the various course students and course stress.

H0: there is no significant difference among means of the various course students and self stress.

H0: there is no significant difference among means of the various course students and group stress.

H0: there is no significant difference among means of the various credit hours students and stressors.

H0: there is no significant difference among means of the various programme students and stressors

H0: there is no significant difference among means of the age of students and academic stress, course stress, self stress, group.

H0: there is no significant difference among means of the Family income of students and academic stress, course stress, self stress, group.

H0: there is no significant relationship among the performance of the students and the various stress indicators.

H0: there is no significant difference between means of the gender of respondents and various stresses i.e. academic stress; course stress; self stress and group stress

H0: The stressors are not the predictor of performance of the students.

1.29 Rationale of the Study

Education is an important tool for empowerment and is necessary for all round development of society. Today the students want job and want to settle immediately without wasting more time. Community colleges have emerged as an alternative medium of education. Under these colleges multiple courses are running .The students can select the courses according to their needs. This reduces the stress of achieving excellence and

the skill development also occurs. Community college is the most recent catchy word and is playing a vital role in the education field of our country.

As the subject is of very recent origin of this country so I thought to go for this topic and made it a subject of my research work. The present study is planned to study about the courses, structural curriculum programmed, learning outcomes and success and academic stress and of students studying in community colleges.

CHAPTER –2

REVIEW of LITERATURE

A literature review is the background for understanding correct knowledge on the topic and illuminates the significance of new study. It is a key step in research process. It refers to an extensive, exhaustive and systematic examination of publications relevant to the research work. It involves both theoretical and empirical approaches, and presents a broad and detailed overview about the literature related to the study. Before any research can be started, whether it is a single study or an extended project, literature review of previous studies and experiences related to proposed investigations should be done. One of the most satisfying aspects of the literature review is the contribution it makes to the new knowledge, insight and general scholarship of the researcher. In this chapter the Literature Review has been presented in a systematic manner, according to relevant objectives of the research, so that it can be easy to relate the previous findings and to understand the basic structures of the research problem.

Literature available, has been organized and presented under the following sub-headings -

2.1 Studies related to Courses, Curriculum and Structural Programme

2.2 Studies related to Learning Outcomes and Success

2.3 Studies related to Academic Stress

2.1 Studies related to Courses, Curriculum and Structural Programme

Armstrong (2000) Conducted study on the "Association among student success courses, placement test score, student background data, and instructor grading practices." They examined the predictive validity of placement test scores with course grade and retention in English and mathematics courses. The investigation produced a model to explain variance in course outcomes using test scores, student background data, and instructor

differences in grading practices. The model produced suggests that student's dispositional characteristics explain the high proportion of variance in the dependent variables. Including instructor grading practices in the model adds significantly to the explanatory power and suggests that grading variations make accurate placement more problematic. This investigation underscores the importance of academic standards as something imposed on students by an institution and not something determined by the entering abilities of students.

Maaka and Ward (2000) carried out a study on "Content area reading in community college classroom". They examined community college students overcome their difficulties learning new concepts from content area readings prompted this study. Two surveys, one for students and one for instructors, was used to gather information on the students as motivated, strategic, and comprehending readers. Information on instructional methods was also collected. Analysis of the students' and instructors' responses indicated some agreement and some discrepancy between the students' perceptions of themselves as readers, and the instructors' perceptions of their students as readers. The identification of salient patterns in the responses from both groups lead to recommendations for the design of classroom programs effective in helping students become independent synthesizers, organizers, interpreters, and appliers of information gained from content area readings.

Harbeck (2001) carried out study on Community College Students Taking On-Line Courses: The Student Point-of-View. They examined 4 categories: Interpersonal Support, Student Characteristics, Course Issues, and Infrastructure Support. All but 2 of the findings of the PRCC Study are supported by research. The first factor not mentioned in the literature is that some students choose to take a course on-line if they are not interested in the content of the class. The second finding not implicated in the research is that electronic distractions of Instant Messaging and the lure of surfing the Web seem to be more debilitating than interruptions from other sources such as family and work. Other implications of this study involve concerns that are common to both online and on-site instruction, as well as the connection between constructivism and on-line learning. Facilitative and debilitative dimensions or features that promote or inhibit success in on-

line courses imply that faculty and institutions need to be adapting to the demands of teaching and learning on the Web.

Beachler (2003) found that over a third of faculty surveyed in a single institution study reported that students were more successful and less likely to withdraw from classes in compressed versus regular-length courses. By contrast 40% of faculty reported that the compressed-course format adversely affects students' levels of anxiety and stress.

Derby and Smith (2004) Conducted study on an orientation course and community college retention. They presented an institutional view of a potential associative relationship between an orientation course and student retention measures. Using Astin's Model of retention as a roadmap. A chi-square analysis revealed a significant association among orientation program, student completion of degree, student retention, and student enrollment and persistence.

Strauss and Volkwein (2004) Reported that classroom experience plays a critical role in student integration for community college students. Almost all of the participants addressed how they felt affirmed, both academically and socially by faculty and peers in the classroom. They relayed a number of stories of positive experiences related to faculty and their peers helping them with developing a sense of belonging in the classroom.

Weaver and Qi (2005) classroom participation can be greatly increased if students believed they can interact with faculty outside of the classroom, view faculty as having the authority of knowledge, and can have informal conversations related to assignments.

Townsend (2007) Conducted study on interpreting the influence of community college attendance upon baccalaureate attainment. They examined the impact of community college attendance upon educational attainment conclude that initial attendance at a community college reduces the likelihood of attaining a bachelor's degree. And suggest that initial attendance at a community college is not a rational choice for those seeking the baccalaureate; do not typically consider many of the legitimate reasons students have for enrolling in the community college. In future studies will need to factor in recent developments in the community college environment, such as the emergence of the

community college baccalaureate, growth in residence halls, and the development of honors programs.

Calcagno et al. (2007) carried out study on stepping stones to a degree: the impact of enrollment pathways and milestones on community college student outcomes. They presented the experiences and outcomes of older and younger community college students. Developed a discrete-time hazard model using longitudinal transcript data on a cohort of first-time community college students in Florida to compare the impact of enrollment pathways (such as remediation) and enrollment milestones (such as attaining a certain number of credits) on educational outcomes of older students those who enter college for the first time at age 25 or later with those of traditional-age students. Results suggest that reaching milestones such as obtaining 20 credits or completing 50 percent of a program is a more important positive factor affecting graduation probabilities for younger students than it is for older students. They also found that although enrollment in remedial courses decreases the odds of graduating for all students, older students who enroll in remediation are less negatively affected than are younger ones who take remedial classes.

Goldstein and Perin (2008) carried out study on Predicting performance in a community college content-area course from academic skill level. They found that students who completed college English were more likely to pass the content course than students with developmental-level English skills. Also, academically underprepared students who completed developmental English passed the content course at the same rate as students who entered the college with college-level skills. Thus, once students' current level of literacy skill, measured by the highest English course completed, was considered, their initial literacy level upon entry in college was not predictive of achievement in the content course. The finding suggested that the English courses completed by students between the time of college entry and content course enrollment may have had a positive effect on their achievement in the content course.

Sorey and Duggan (2008) found that older student irrespective of race, class, and gender were more likely to persist (continue to enroll semester to semester) at the community college and earn an associate's degree.

Sheldon and Durdella (2009) Conducted study on success rates for students taking compressed and regular length developmental courses in the community college. They examined relationship between course length and course success in developmental education. Using historical enrollment data from a large, suburban community college in southern California, the relationship between course length and course success in developmental education when social and academic background characteristics are controlled. The study hypothesized that there would be no significant or practical difference in success rates for students taking compressed (i.e., courses less than eight weeks in length) or regular length developmental English, reading, or math courses when social or academic characteristics are controlled. Results demonstrate that developmental course length was associated with statistically and practically significant differences in course success observed across all categories of age, gender, and ethnicity. Students enrolled in compressed-format courses were more likely to succeed than students enrolled in regular-length courses. Higher successful course completion rates for compressed courses were observed across all departments, with the highest successful course completion rates in the eight-week format in English. Further, students irrespective of age, race, or gender were more likely to successfully complete compressed-format courses than their counterparts in regular-length courses. Findings point to an educational benefit for students who enroll in compressed courses. Future research in this area includes an examination of students' progress through a sequence of developmental education courses and a look into the effect of college experience and environment factors related to success in compressed courses.

O'Gara (2009) carried out study on Student success courses in the community college: An exploratory study of student perspectives. They examined the student success course in two urban community college in the Northeast. Through analysis of interview data they found that the student success course helps students learn about the college, receive course advice and develop stronger study skills. The course also act as a catalyst for building important relationships with professors and peers that help students integrate into the social and academic fabric of the college. Additionally they found that individual benefits that accrue from the course reinforce one another to create even greater outcomes that have long- lasting impacts. And concluded that the student success course

may serve as a useful strategy in helping community college students persist and earn degrees.

Bailey et al. (2010) Conducted study on Referral, enrollment, and completion in developmental education sequences in community colleges. They analyzed the patterns and determinants of student progression through sequences of developmental education starting from initial referral. And results indicate that fewer than one half of the students who are referred to remediation actually complete the entire sequence to which they are referred. About 30 percent of students referred to developmental education do not enroll in any remedial course, and only about 60 percent of referred students actually enroll in the remedial course to which they were referred. The results also show that more students exit their developmental sequences because they did not enroll in the first or a subsequent course than because they failed or withdrew from a course in which they were enrolled.

Hughes and Clayton (2010) Conducted study on Assessing developmental assessment in community colleges. Placement exams are high-stakes assessments that determine many students' college trajectories. In this finding on community college assessment policy, they argue that the debate about remediation policy is incomplete without a fuller understanding of the role of assessment. They examine (1) the extent of consensus regarding the role of developmental assessment and how it is best implemented, (2) the validity of the most common assessments currently in use, and (3) emerging directions in assessment policy and practice. Of course, improving assessment is only one facet of a broader agenda for reforming developmental education, but since students' first experiences with community colleges are with the assessment and placement process; this is where change should begin. Courses in the Community College: Early Enrollment and Educational Outcomes. They examined whether student success course enrollment, as well as student and institutional characteristics, has positive associations with shorter term student outcomes, including earning any college credits within the first year and persistence into the second year. Students who enrolled in a student success course in the first semester were more likely to earn any college level credits within the first year and were more likely to persist to the second year. They also found that students who were

referred to developmental education were more likely to earn any college-level credits within the first year if they enrolled in a student success course in their first term.

Crosta (2013) Conducted study on Intensity and attachment: How the chaotic enrollment patterns of community college student affect educational outcomes. They examined the relationship between community enrollment patterns and two successful student outcomes credential completion and transfer to a four-year institution. Using data on cohort of first-time community college students at five colleges in a single state, and find that over an 18- semester period, 10 patterns of attendance account for nearly half the students. Among the remaining student, who persisted, there is astounding variation in their patterns reveals two relationships: the first is a positive association between enrollment continuity and earning a community college credential, and the second is a positive association between enrollment intensity and likelihood of transfer.

Cho and Karp (2013) carried out study on Student success courses in the community college: Early enrollment and educational outcomes. They examined whether student success course enrollment, as well as student and institutional characteristics, has positive associations with shorter term student outcomes, including earning any college credits within the first year and persistence into the second year. The found that students who enrolled in a student success course in the first semester were more likely to earn any college level credits within the first year and were more likely to persist to the second year. And also found that students who were referred to developmental education were more likely to earn any college-level credits within the first year if they enrolled in a student success course in their first term.

Mustaph and Yahaya (2013) carried out study on Communicative Language Teaching (CLT) in Malaysian context: its' implementation in selected community colleges. They investigated the teachers' pedagogical approaches in implementing CLT in the classroom practices in selected community colleges in Malaysia. The study provides insights on teachers' knowledge on CLT and the methods and techniques employed by the teachers which are reflected in the teachers' actual classroom practices. The teachers' awareness and reflections on their classroom practices from the interviews and classroom

observations will be able to contribute to the improvement of the English language teaching in community colleges, and this would eventually improve the students' communicative skills in English. The findings also contribute to the body of knowledge about Communicative Language Teaching, especially in the Malaysian context.

Hachey et al. (2014) carried out study on Do prior online course outcomes provide more information than G.P.A. alone in predicting subsequent online course grades and retention? An observational study of urban community college. Examined online course outcomes and pre-course enrollment G.P.A. were used as predictors of subsequent online course outcomes, and the interaction between these two factors was assessed in order to determine the extent to which students with similar G.P.A.'s but with different prior online course outcomes may differ in their likelihood of successfully completing a subsequent online course. They used a sample of 962 students who took an online course at a large urban community college. Results indicate that prior online course experience is a very significant predictor of successful completion of subsequent online courses, even more so than G.P.A. For students with no prior online course experience, G.P.A. was a good predictor of future online course outcomes; but for students with previous online course experience prior online course outcomes was a more significant predictor of future online course grades and retention than G.P.A.

Traver et al. (2014) carried out study on Correlating community college students' perceptions of community of inquiry presences with their completion of blended courses. Community colleges enroll more online learners than any other institution in higher education in the United States. While online community college courses expand access to higher education, their high attrition rates negatively impact student success. At writing, no researchers have applied the Community of Inquiry (Col) framework to community college students' completion of online courses. This study uses a pre/posttest (Col) survey design to explore the nature and development of students' perceptions of the (Col) presences in 17 blended courses at Queensborough Community College, one of the seven community colleges in the City University of New York (CUNY) system. Students' perceptions of these presences, in addition demographic and status variables are then correlated with a measure of their course completion. As no significant differences

between course completers and non-completers on any (Col) indicators or demographic/status variables are found, new directions for community colleges and the research literature on the (Col) framework are proposed.

Albashiry et al. (2015) conducted study on curriculum design practices of a vocational community college in a developing context: Challenges and needs. The curriculum blueprints (e.g., program and course descriptions) were found to be either missing or lacking detail or clarity, and the Curriculum Design process was mostly content-driven, intuitive, highly individual, and centered on course modifications. Lack of resources, teacher characteristics, and top management support were found to be major Curriculum Design challenges. It is concluded that the current Curriculum Design practices are not conducive to vocational programs with internal and external consistency, and that the reported Curriculum Design challenges are typically associated with developing contexts. A number of implications for practice are discussed.

Anayah and Kuk (2015) carried out study on the Growth of International Student Enrollment at Community Colleges and Implications. They examined the reasons that international students choose to study at community colleges and to consider the implications for community colleges at a time when funding, services, and growth opportunities have been severely restricted. Interview method was used. Study can also help shape the development of future international efforts and provide support for the improvement of international resources within community colleges for areas such as recruitment, educational support services, and English as a second language programs.

Pichon (2015) carried out study on Developing a Sense of Belonging in the Classroom: Community College Students Taking Courses on a Four-Year College Campus. They focused on how the students developed a sense of belonging in the classroom, and it makes connections as to how these students' experiences may impact integration and persistence and or transferability to four-year institutions. Additionally, recommendations for research and practice are presented. Data was collected from structured interview method. This integration and sense of belonging in the classroom is directly related to students' commitment to the institution, academic performance, and persistence.

Therefore, it is important for institutions to create encouraging environments that allow all students to flourish. Partnerships between two-year and four-year institutions can do a lot to strengthen transferability between institutions if more students are able to participate in engaging classrooms. These experiences assist students in developing a sense of belonging, which is directly related to their commitment to the institution.

2.2 Studies related to Learning outcomes and Success

Ethington (2000) carried out study on Influences of the Normative Environment of Peer Groups on Community College Students' Perceptions of Growth and Development. They examine the effects of peer groups on community college student's perceptions of general educational gains. Peer groups were defined as the aggregate student body within an institution. The sample consisted of a national sample of community college students who had responded to the Community College Student Experiences Questionnaire. Given the nested structure of the data, hierarchical linear modeling was used to examine institutional- and student-level effects. Dominant influences on students' perceived gains were from the quality of effort exerted by students. Aggregates of individual-level measures were used as indicators of the peer environment and had little impact on individual-level estimates.

Jones et al. (2003) carried out study on Are students' learning style discipline specific. They reported that the extent to which community college students' learning style preferences vary as a function of discipline. They interested in knowing whether gender and academic performance play a role in student learning style preferences. The learning style preferences of 105 community college students (47 males and 58 females) were measured in four disciplines (i.e., English, mathematics, science, and social studies) using a modified version of the Kolb Learning Style Inventory, which was aimed at determining learning mode orientations: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The results revealed significant differences in students' learning styles preferences across disciplines, but not for gender. Student learning style preferences varied by academic performance as measured by GPA. These findings have important implications for community college teaching and research.

Pascarella et al. (2003) conducted study on Influences on Community College Students' Educational Plans. They analyzed data from 285 students attending 5 community colleges to identify the institutional and college experience variables influencing end-of-first-year educational degree plans. Controlling for an extensive array of important confounding influences, the estimated average precollege degree plans of students at the community college one attended had significant, positive total and direct effects on an individual student's end-of-first-year overall educational degree plans and plans to obtain at least a bachelor's degree. In the prediction of end-of-first-year overall educational degree plans, there were significant conditional effects involving sex, race, and pre-college degree plans.

Leigh and Gill (2004) conducted study on The effect of Community Colleges on changing students' educational aspirations. They reported that NLSY data, obtain community college "differential aspirations effect" estimates that range from as high as -0.68 of a year to as low as our preferred estimate of -0.43 of a year. They put these estimates in perspective by showing that they are less than half of the conventionally measured diversion effect estimated for our sample. Regarding democratization, find that attending a community college results in a substantial expansion in the educational aspirations of students (our "incremental aspirations effect", regardless of their family backgrounds and race and ethnicity.

Hagedorn et al. (2007) carried out study on An investigation of critical mass: The role of Latino representation in the success of urban community college students. They focused on Latino students enrolled in urban "minority-majority" community colleges, where Latino students have a high representation. The specific interest of this research was the role and effect of the level of representation of Latino community college students on their academic outcomes. The relationship between the level of representation of Latinos, and the levels of academic success are analyzed in concert with other variables, such as, the level of representation of Latino faculty on campus, student age, attitude, academic integration, English ability and aspiration. Findings indicate a relationship between academic success of Latino community college students and the proportion of Latino students and faculty on campus. The findings thus suggest that a

critical mass of Latinos may be a positive influence encouraging "minority" students to higher academic performance.

Butler and Dawkins (2008) Conducted study on The Impact of a "Healthy Youth" Learning Community on Student Learning Outcome Measures. They examine the impact of the "Healthy Youth" Learning Community on student learning outcome measures. The study, compared student learning outcome measures of students enrolled in those sections of HED 332 that were involved in the Health Youth Learning Community with those who were not. The outcome measures used were: midterm exam, final exam, lesson plan, lesson plan presentation, and overall course average. Results indicate a statistically significant difference on midterm and final exam scores.

Shults (2008) carried out studies on making the case for a positive approach to improving organizational performance in higher education institutions The Community College Abundance Model. Increasingly hostile and turbulent environments have rendered top-down, problem-focused management structures inadequate for competing in the ever-changing postsecondary knowledge industry. The community college abundance model (CCAM), a strengths-based approach to performance enhancement in community colleges, is presented as a viable alternative. The CCAM draws on positive psychology, positive organizational scholarship, and positive organizational behavior.

McCarthy et al. (2009) Conducted study on Supporting Community in Third Places with Situated Social Software. The Community Collage (Co Collage) is designed to cultivate community in a café, a quintessential “third place”, by bringing the richness of online social software into a physical community space. The system shows photos and quotes uploaded to a web site by café patrons and staff on a large computer display in the café, providing a new channel for awareness, interactions and relationships among people there. They describe the Co Collage system and report on insights and experiences resulting from a 2- month deplopment of the system, focusing on the impact the system has had on the sense of community with café.

Fig.2.1. Community college display in a café

Rab (2010) carried out study on Challenges and Opportunities for Improving Community College Student Success. They examined academic and policy research in search of explanations, emphasizing what is known about challenges stemming from three levels of influence: the macro-level opportunity structure; institutional practices; and the social, economic, and academic attributes students bring to college. It provides examples of how factors operating at each level affect rates of success at key times, including the initial transition to college, the experience of remedial education, and persistence through credit-bearing coursework. They also discuss potential and ongoing reforms that could increase rates of community college success by addressing one or more areas of influence (the macro, the institutional, or the individual). It is concluded that increasing success in the open-access, public 2-year sector requires reforms directed at multiple levels and cannot be achieved with either student- or institution-focused incentives alone.

Royal et al., (2010) conducted study on Exploring community college faculty perceptions of student outcomes: Findings of a pilot study. They explored the paradigmatic differences in perceptions of community college faculty employed at select Virginia and West Virginia community colleges collected via a web-based survey. The study is framed within the faculty self-classification along the ‘‘hard’’ and ‘‘social behavior’’ science paradigm continuum. Given the paradigmatic continuum, faculty

perceptions' of student outcomes were examined. Faculty respondents consistently reported the importance of intellectual growth; however, differences in relative importance of outcomes tied to emotional, cultural, and social growth exist. The potential implications of these perceptions on student experiences and outcomes are considered. The study also allows for early insights into the paradigmatic differences and the possible effects on classroom instruction and in term student experiences and educational outcomes.

Purcell (2010) carried out study on Learning- and Grade-Orientations of Community College Students: Implications for Instruction. They examine the 6.25 million students enrolled at over 1,000 public two-year colleges in the United States present faculty with a diverse pool of learners; and better understanding student motivation can assist faculty in fostering successful learner-centered environments. The LOGO II inventory was used to measure attitudes and behaviors of community college students toward learning and grades and to identify similarities and differences among traditional-aged and adult cohorts. Differences were found between the groups in both total scale scores and on individual items, with adult students possessing higher learning-orientations and lower grade-orientations than their younger counterparts. Based on the principles of andragogy, the results provide a foundation on which to develop practical strategies to enhance student learning. Although the majority of students in both groups viewed earning good grades as an important goal, this study illustrates that the majority of students in two-year institutions also enjoy the learning process.

Talib et al. (2010) Conducted study on the effects of career intervention program on community college students' career development. They evaluate a career module program on community college students' self-efficacy, career maturity and, career planning ability (aspects of Career development). A quasi-experimental study is designed based on a pre and post test plus control group model. Sixty participants from community college population was selected using purposive sampling method; 30 will be assigned to an experimental group and the remaining 30 will be assigned to a control group. Data will be collected using three set of questionnaires. Pre-test and post-test scores for both groups will be compared to examine the effectiveness of the module.

Nunley et al., (2011) Conducted study on Learning Outcomes Assessment in the Community College. As a result, learning outcomes assessment in community colleges presents an array of opportunities and challenges distinctive to these institutions and the students that they serve. They discussed the multiple demands for accountability and transparency that characterize the environment within which community colleges operate. Assessment approaches used by community colleges and review how institutions can and do use the results. Also provide some examples of good practices in assessment, and suggest some guidelines and cautions for community colleges that are seeking to advance the assessment agenda. Encourage community colleges to honestly and openly assess student learning and to use information obtained through the assessment process to improve retention, progression and academic success of students on community college campuses.

Amen (2011) found that such learning communities could have positive impacts on student learning outcomes. Another way to assist the students with integration and sense of belonging in an engaging classroom is to engage them in service-learning projects.

Lichtenstein et al. (2011) carried out study on Development of a national survey to assess student learning outcomes of community-based research. They focused on groups with 70 undergraduates and faculty at six colleges and universities nationwide discussing perceived benefits of CBR. Based on analyses of these interviews, five CBR outcome constructs were derived: academic skills, educational experience, civic engagement, professional skills, and personal growth. The survey was piloted online in spring 2009 to students who had experienced CBR from 15 colleges and universities (N = 166). Factor analyses revealed strong statistical reliability across survey constructs. They invite faculty to use the instrument to assess CBR courses and invite students who have experienced CBR to complete the survey online through spring 2012, as part of a national study of CBR outcomes.

Gard (2012) Conducted study on "Student Perceptions of Factors Contributing to Community-College-to-University Transfer Success." The transfer process includes areas such as academic preparation and advisement, transfer evaluation, financial aid, and psychosocial factors. A descriptive, exploratory method was employed to capture the

perceptions of a transfer student cohort regarding their experiences in transitioning from lower division community college enrollment to upper-division, baccalaureate work. Using semi structured interviews within a focus group setting, and a follow-up survey, the study explored students' perceptions of the effectiveness of their transfer experience. Three factors were identified as impediments to a successful transfer experience: (a) the quality of academic advisement, (b) access to financial aid, and (c) social and cultural issues.

MacCann et al. (2012) carried out study on "Strategies for success in education: Time management is more important for part-time than full-time community college students." They examined relationships between the Big Five personality factors, time management, and grade-point average in 556 community colleges students. A path model controlling for vocabulary, gender, and demographic covariates demonstrated that time management mediates the relationship between conscientiousness and students' academic achievement at community college. Separate modeling for part-time (n=147) and full-time students (n=409) showed that this mediation was moderated by enrollment status. Thus, time management was a significant mediator for part-time students but not for full-time students. The greater importance of time management for part- versus full-time students suggests that non cognitive constructs such as time management may be more critical for non-traditional students. These findings gather fresh currency as ever increasing numbers of students are enrolling part-time in post-secondary education across the globe.

Crookston and Hooks (2012) Conducted study on "Community Colleges, Budget Cuts, and Jobs: The Impact of Community Colleges on Employment Growth in Rural U.S. Counties, 1976-2004." By using multivariate analyses and data gathered from several sources, including the American Association of Community Colleges, they examine the impacts of community colleges on local employment trends and focused on rural counties over four time periods between 1976 and 2004. This focus is important, as rural areas have faced severe and chronic economic decline over the study period. Their research (specifically for the 1976-1983 and 1991-1997 panels) provides evidence that established community colleges made a significant contribution to employment growth. However, for the most recent panel (i.e., 1998-2004), the coefficient for community colleges is

negative. An examination of the interaction between community colleges and states' fiscal contexts provides evidence that this decline may be the result of states cutting back their funding levels for community colleges.

Perin (2013) conducted study on Literacy skills among academically underprepared students. They describe the literacy skills of underprepared postsecondary students, identify teaching approaches designed to bring their skills to the college level, and determine methods of embedding developmental instruction in college-level course work. The studies pinpointed numerous weak areas in students' skills, but it was found that certain reading and writing processes have been overlooked in the literature. Thirteen studies of the effects of instruction were found, most of which focused on strategy instruction or "meaning-making." The research tended to lack rigor, but five instructional studies reporting relatively robust data were identified. The main finding of the review is that, because of the lack of a sustained research agenda to date, as well as methodological flaws in existing studies, there is still much to be learned about the literacy skills of underprepared students. Eight areas for future investigation are suggested.

Heller and Marchant (2015) Conducted study on facilitating self regulated learning skills and achievement with a strategic content learning approach. They examine students often lack effective self-regulatory skills and study strategies necessary for success in college. With guidance through specific task-related learner activities, these skills may be enhanced. The current study investigated how student performance in an introductory psychology course at a mid western community college might be impacted by a structured, content-learning approach engaging students in specific academic study skills activities. Results indicated that the intervention group performed significantly better across all three exam events and achieved higher semester course grades. Performance on the learning packet itself was positively correlated with exam performance.

Coria and Hoffman (2015) Conducted study on financial aid tipping points: an analysis of aid and academic achievement at a California community college. They explore relationships between financial aid awards and measures of student academic achievement. Financial aid and academic records for 11,956 students attending an urban California community college were examined and analyzed using simultaneous linear

regression and two-way factorial ANOVAs. They revealed a small inverse relationship between the amounts of aid received; thus, students with higher levels of need had slightly lower levels of academic achievement. Further analysis suggests that financial aid awards were able to minimize the negative effects of low income for approximately 70% of financial aid recipients. However, significant differences in grades and the percentage of units completed emerged for the 30% students with the highest demonstrated levels of financial need, suggesting that these students have large levels of unmet need. Implications for institutional and state-level policy as well as for institutional practice are discussed.

Elliotta and Oliver (2015) carried out study on Linking Faculty Development to Community College Student Achievement: A Mixed Methods Approach. They Using mixed methods, multilevel research design, and this pilot inquiry explored the relationship between college faculty professional development and the academic achievement of diverse students by coupling two separate links: (a) the effects that professional development activities have on improving teaching strategies, and (b) the effects these teaching strategies have on student learning. Data was collected from administrators, faculty, and students to discover what teaching strategies are being used and, in their view, how these strategies affect learning outcomes. Data sources included a survey, documents, interviews, and observations. The case study institution is a New Mexico community college, and the research focuses on two academic programs with 145 students enrolled. Data analyses revealed three main themes: (a) faculty development and its link to teacher effectiveness and student learning outcomes are embedded in the mission, goals, and policies of the institution; (b) faculty development is considered vital, funding is always available, and faculty participate in on- and off-campus development activities to enhance their teaching effectiveness and student learning outcomes; and (c) the institution focused on collecting and analyzing student learning outcomes data, but no data-driven means for assessing the effectiveness of faculty development activities existed.

Mahlberg (2015) conducted study on Formative Self-Assessment College Classes Improves Self- Regulation and Retention in First/Second Year Community College

Students. They examined the influence formative self-assessment had on first/second year community college student self-regulatory practices. Exploring the influence of formative self-assessment on variables associated with both student and institutional success. First/second year community college students enrolled in 10 self-assessment and six traditional assessment classes completed the Motivated Strategies for Learning Questionnaire (MSLQ) at the conclusion of one semester as a measure of self-regulation specific to the individual class under examination. A modest effect of assessment type was found for self-reported self regulation where students in self assessment classes reported higher self-regulation than students in traditional assessment classes. Self-regulation was significantly and positively correlated with both behavioral (i.e., effort) and motivational (i.e., mastery goal orientation) variables. Additional results indicated a robust effect of instructor on self-regulation and a significant increase in retention for students enrolled in self-assessment classes. The finding of study was implications for both classroom practice and institutional retention initiatives.

Wilson (2015) Exploring study on 20 Years of Best Practices: 2014 Community College Futures Assembly Raises Questions on 2020 Community Colleges. Since 1995, the Community College Futures Assembly has served as a national independent policy think tank for identifying critical issues facing community colleges and recognizing exemplary programs nationwide. Convening annually in January in Orlando, Florida, the assembly provides an interactive learning environment where tough questions are raised, critical issues are discussed, and policy implications are vetted. The focus for 2014 Community College Futures Assembly was the future direction of community colleges, highlighting decision makers' views on the approaching challenges. They provides a brief analysis of the 2020 community college, focusing on several emerging themes including student centered learning, increasing competition, and the link between degrees and jobs.

Studies related to Academic Stress

Pengilly and Dowd (2000) investigated the effects of hardiness and social support on the relationship between stressful life events Student Stress and Coping Strategies and depression. They studied 105 undergraduate students recruited from introductory psychology classes at a public university and at a public community college. Participants

completed four instruments, including life events scales and personal inventories. Regression analyses revealed that stress predicted a significant amount of variance in depression.

Korthage (2003) life's challenges tend to be stressful, and an attempt to avoid stress completely would lead to a rather boring existence. Problems develop when individuals become stressed out. At that point, it becomes imperative that educational institutions provide help to those students who are suffering from too much stress.

Zajacova et al. (2005) carried out study on Self efficacy, stress and academic success in college. They investigated the joint effects of academic self-efficacy and stress on the academic performance and developed a survey instrument to measure the level of academic self-efficacy and perceived stress associated with 27 college-related tasks. Both scales have high reliability, and they are moderately negatively correlated. Estimated structural equation models to assess the relative importance of stress and self-efficacy in predicting three academic performance outcomes: first-year college GPA, the number of accumulated credits, and college retention after the first year. The results suggest that academic self-efficacy is a more robust and consistent predictor than stress of academic success.

Pierceall and Keim (2007) conducted study on stress and coping strategies among community college Students. They determine the degree of stress perceived by students at two community colleges in southern Illinois. The Perceived Stress Scale was used to gather data from 212 students enrolled in regularly scheduled psychology classes. Of the students, 75% were in a moderate stress category; 12% in a high stress category, and 13% in a low stress category. Women students were more stressed than men; there were no statistically significant differences between traditional and nontraditional students. The most often used activities to cope with stress included talking to family and friends, leisure activities, and exercising. Less desirable coping strategies were drinking alcohol, smoking, and using illegal drugs.

Petroff (2008) conducted study on Stress, adult attachment, and academic success among community college student. They examined the predictors of stress, adult

attachment, and their interaction on the outcome variables of grade-point average and course completion among 160 two-year community college participants in a small Midwestern community college. Analyses revealed that the main effect of stress on grade point average was significant for females and that there was a trend toward attachment moderating stress effects for grade-point average. For females, attachment moderated stress effects for course completion. For males, there was a trend toward attachment moderating stress effects for course completion.

Welsh (2009) carried out study on the impacts of personal counseling on stress, academic success, and retention in community college student. They focused on the impacts of personal counseling on stress, academic success, and retention in a community college setting. They found that overall participants felt that stress had a significant negative impact on academic success. Also, participants felt that personal counseling reduced stress, and had a significant positive impact on academic success. The implications for social work are that this study provided evidence that stress is a significant obstacle for students wishing to further their education through community college, and that personal counseling can be effective in reducing stress and improving academic success.

Rafidahi (2009) conducted study on the impact of perceived stress and stress factors on academic performance of pre-diploma science students: A Malaysian study. They examined the relationship between stress factors (health, social, and academic) and the level of perceived stress at three different periods of a semester (beginning, middle and end), and their impact on the academic performance of Pre-Diploma Science students at the University of Technology MARA (UTM), Malaysia. The results indicate that on an overall the students experienced moderate level of stress and that none of the stress factors significantly affect the academic performance of students. There is a significant difference in the level of perceived stress between the beginning and middle of the semester but not significant between the middle and end of the semester. With regards to academic performance, there is no significant correlation in the level of perceived stress at both the beginning and middle of the semester. However, a significant correlation is found between the levels of perceived stress at the end of the semester with academic performance. Majority of students reported that they do not get enough sleep and face

nutritional problems throughout the semester. The results provide insights of how the university surveyed and other institutions of similar structure can manage stress of their students so as to achieve improved academic performance.

Johnson (2009) conducted study on community college students' perceptions of stress. They described that community college student's perception of stress and stressors. Data were collected through the use of focus groups, observation, and written Feedback Forms. Content analysis was used as the data analysis method. Participants' perceptions of stress were generally similar to those of university students, specifically in their descriptions of the physical and psychological symptoms of their reactions to stress. Furthermore, participants' description of perceived stressors, specifically those of time and financial limitations, social demands, and concerns about the future, were also consistent with stressors reported by four-year college and university students participating in previous studies. However, stressors that may be unique to students participating in this study include extracurricular activities and the commute to school. To prevent the potential health and academic consequences of stress, recommendations are made to facilitate the physical, psychological, and academic well-being of community college student.

Ahern and Norris (2011) carried out study Examining factors that increase and decrease stress in adolescent community college. They reported that adolescents attending community colleges represent a large but relatively unstudied population with respect to stress and mental health issues. The purpose of this study was to determine what factors increase and decrease stress in a sample of adolescent community college students (N = 166). Findings from a self-administered questionnaire indicated that students had moderate levels of stress and resilience. Contrary to predictions, males demonstrated statistically significant higher levels of stress than females, but as expected, resilience had a significant negative effect on stress ($p < .05$).

Conclusion

Community colleges information literacy instruction, community colleges have seen positive attention and dramatic growth. The studies have different parameter which is (1) Courses, Curriculum and structural programme, (2) learning outcomes and success, (3) academic stress of student. In the first many authors reviewed that classroom experience plays a critical role in student integration for community college students, positive experiences helping them with developing a sense of belonging in the classroom. Success course may serve as a useful strategy in helping community college students persist and earn degree and further their job placement. Second reviewed about their learning outcomes and success. Learning Outcomes Assessment in the Community College as a result, learning outcomes assessment in community colleges presents an array of opportunities and challenges distinctive to the institutions and the students that they serve. And the third Academic stresses their factors that increase and decrease stress in community college student and the coping strategies of stress among community college students.

CHAPTER -3
RESEARCH METHODOLOGY

A systematic methodology is an important step to any research because it directly influences the validity of the research findings. It is pertinent for the researcher to develop an appropriate research methodology beforehand for successful execution of the research problem. Research methodology may be understood as a science of studying how research is done scientifically. It highlights the various steps that must be generally adopted by a researcher for studying his research problem along with the logic behind them. Qualitative research methodology is based on the understanding that "meaning is constructed by individuals in interaction with their world" (Merriam, 1998) and that the researcher seeks to understand "how the various participants in a social setting construct the world around them" **(Glesne & Peshkin, 1992).** A qualitative approach was used for this study because it allowed the researcher to "understand some social phenomena from the perspectives of those involved and to contextualize issues in their particular socio-cultural-political milieu" **(Glesne & Peshkin, 1992).**

Thus, this chapter is dedicated to highlight the significant methods and instruments employed by the present researcher for accomplishing her research study. Research methodology of the present study is presented under following headings:

3.1 Area of study

3.2 Locale of study

3.3 Study period

3.4 Selection of Research Method

3.5 Sampling Procedure

3.6 Tools and techniques used in the study

3.7 Variable of the study

3.8 Collection of the data

3.9 Analysis of data

3.1 Area of Study

Since the study focused mainly on students performance through the Academic stress, Learning outcomes and success on the basis of educational experiences, academic skill and personal growth for their career intervention among the student's community colleges.

The main objective is to determine the success of career intervention and their relationship with academic performance of the students. Therefore the area of our study is Higher education.

3.2 Locale of the Study

The study efforts were made to analyze the condition of Course, curriculum and structural programe, learning outcomes and success, academic stress among the student of community in Uttar Pradesh, District Lucknow and Sultanpur.

Lucknow is the capital city of the state of Uttar Pradesh, India. A major metropolitan city of India, Lucknow is the administrative headquarters of the eponymous District and Division. It is the second biggest city in north and central India after Delhi. Lucknow has always been known as a multicultural city that flourished as a North Indian cultural and artistic hub and seat of Nawab power in the 18th and 19th centuries. It continues to be an important centre of government, education, commerce, aerospace, finance, pharmaceuticals, technology, design, culture, tourism, music and poetry. Historically the capital of Awadh was controlled by the Delhi Sultanate under Mughal rule; it was later transferred to the Nawabs of Awadh. After Lord

Clive's defeat of the Bengal, Awadh and Mughal Nawabs it fell under the rule of the East India Company with control transferred to the British Raj in 1857.

Table.3.1 Shows the Name of Ward and Muhalla for selection of Community College

S.NO.	NAME OF WARD	NAME OF MUHLLA
1	RAM TEERATH WARD	1 MIRJA PURWA
		2 NARAHI
		3 MEERA BAI MARG
		4 RAMTIRTH MARG
		5.RANA PRATAP MARG
		6.PARK ROAD
		7 BANARSI BAGH
		KAILASH TIWARI MARG
		9 SAKET PALLI
		10 SAROJNI NAIDU MARG
		12 RAJBHAWAN & RAJ BHAWAN COLONY
		13 MAHATMA GANDHI MARG (PARTLY)
		14 MALLAH PUR BASTI
		15 STATE GUEST HOUSE
		16 SHAKTI BHAWAN TO DOORDARSHAN
		17.RANA PRATAP MARG PARTLY

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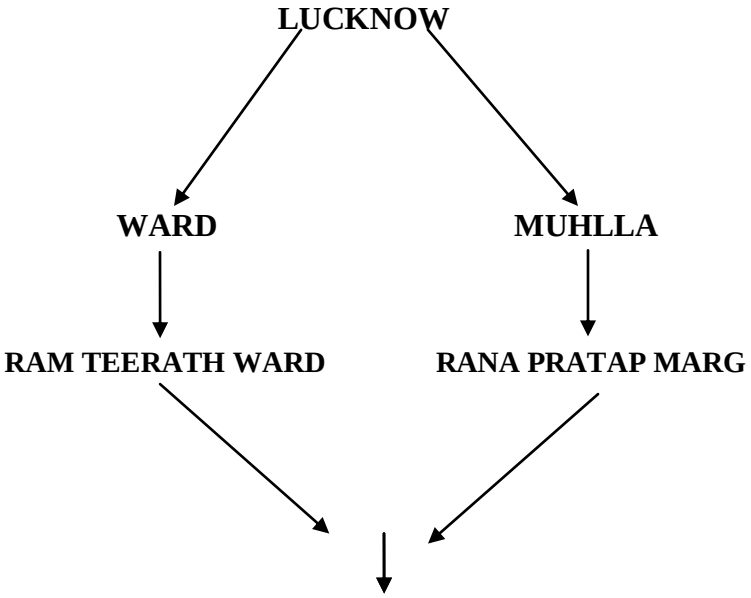

Fig.3.1 NATIONAL PG COLLEGE

Table.3.2 Shows the Name of Ward and Muhlla for selection of Community College

S.NO.	NAME OF WARD	NAME OF MUHLLA
1.	GOMTI NAGAR WARD	1 LAXMAN PUR
		2 ROHTAS ENCLAVE
		3 RAVINDRA PALLI
		4 HARI NAGAR
		5 SANJAY GANDHI PURAM
		6 KAILASH KUNJ
		7 KASAILA
		8 MARUTI PURAM
		9 NARAYAN NAGAR
		10 FAIZABAD ROAD
		11 A.L. COLONY
		12. BIBHUTI KHAND

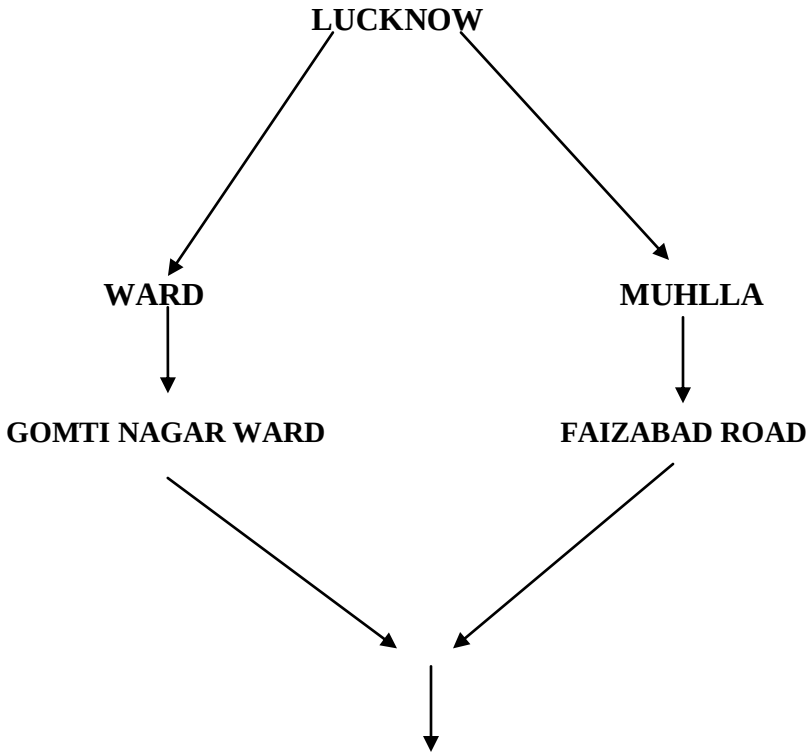

Fig.3.2 GOVERNMENT GIRLS POLYTECHNIC COMMUNITY COLLEGE

Table.3.3 Shows the Name of Ward and Muhlla for selection of Community College

S.NO.	NAME OF WARD	NAME OF MUHLLA
1.	KHARIKA WARD	1 SUBHANI KHERA
		2 GHOSIYANA
		3 KUMHAAR MANDI
		4 RAVINDRA NAGAR
		5 NEPAL GANJ
		6 GOPAL NAGAR
		7 NAYI TOLA
		8 PASIYANA
		9 BANGALI TOLA
		10 RAIBARELI ROAD

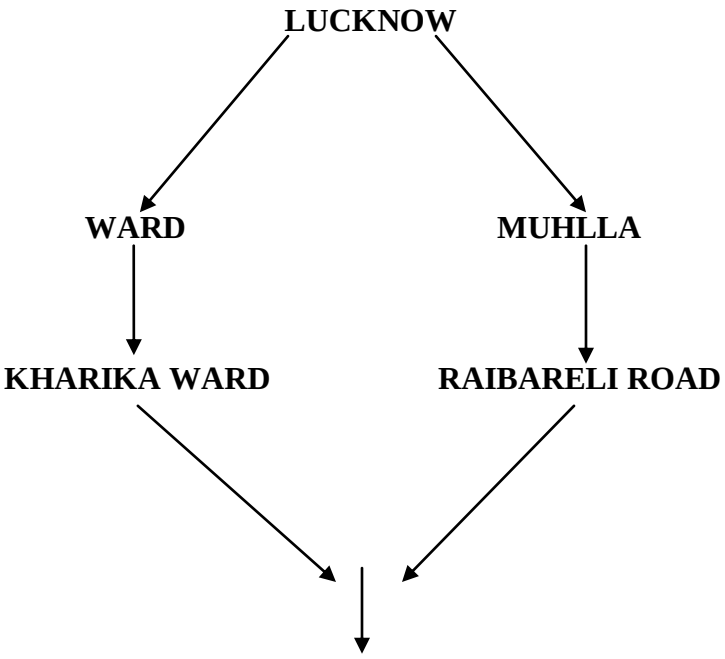

Fig.3.3 BABA SAHEB BHIMRAO AMBEDEKAR UNIVERSITY

MAP OF LCKNOW

(1)

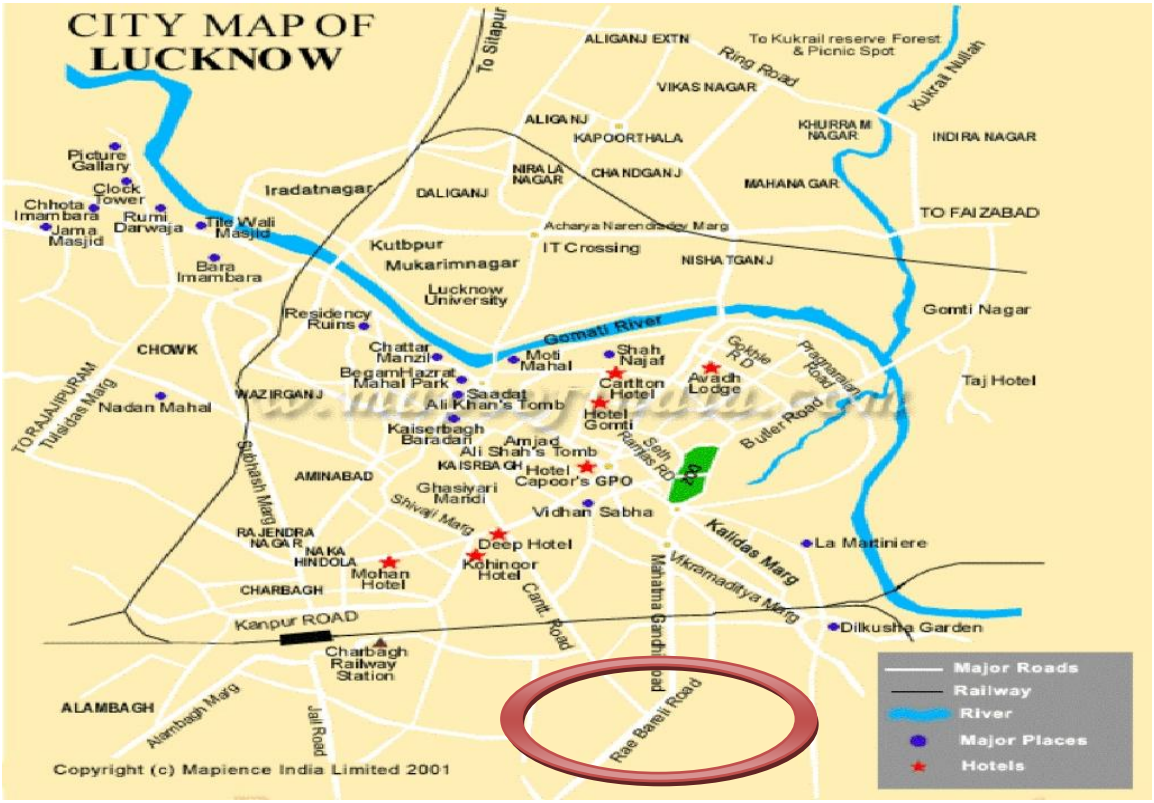

Fig.3.4

(2)

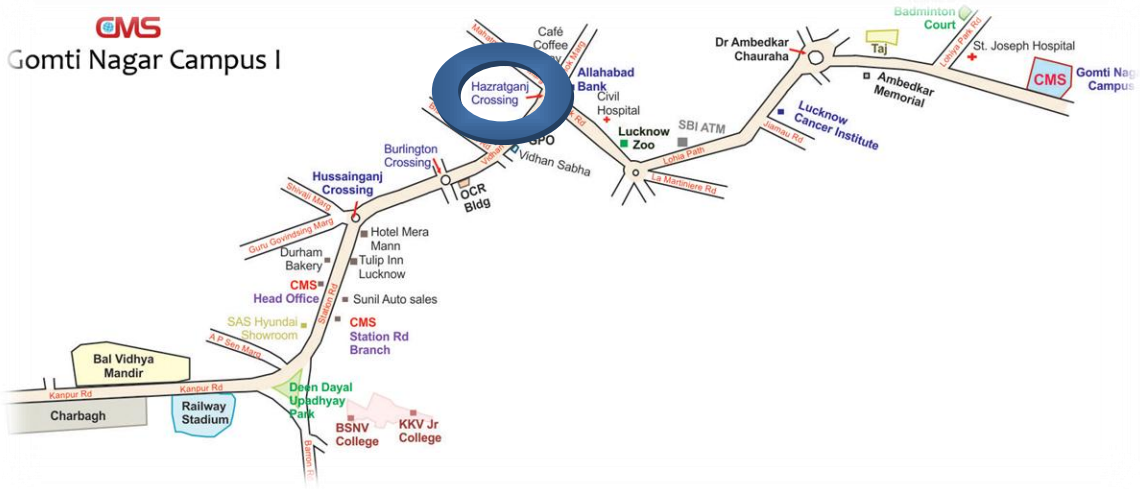

Fig.3.5

(3)

Fig.3.6

Sultanpur is a city and a municipal board in Sultanpur district in the Indian state of Uttar Pradesh. Located on the right banks of the Gomti river (a major tributary of the Himalayan Ganga River), Sultanpur is the administrative headquarters of Sultanpur District and is a part of Faizabad division. According to the 2011 Indian census, Sultanpur has a population of 116,211 people. Total area occupied by Sultanpur is 4436 km^2. The common language of the people of Sultanpur is Awadhi, dialect of Hindi. Sultanpur is distinguished for its unique culture. Originally known as Kushbhawanpura, it was renamed as Sultanpur, literally "City of beautiful vines", the name is however often confused for "Sultanpur- City of Sultanpur. The city came under the Muslim rule in the 12th century. Although the area has been part of successive North Indian kingdoms through centuries, the recorded history of the city began in the colonial times. Long a center of Hindu and Buddhist culture it fell under Muslim occupation in the 12th century. The town was completely destroyed during the military operations of the Revolt

of 1857. Its economy is predominantly agricultural, but has a wide industrial base in the automobile, computer, technology, hardware manufacturing, healthcare and small scale industries. Some of the crops cultivated here are rice, wheat, barley, and sugarcane. The main industrial center in Sultanpur is Jagdishpur. Places of interest in Sultanpur are Victoria Manzil, Christ Church and Chimanlal Park. The city has a large number of temples and palaces. Major points of attractions include the Victoria Manzil and Christ Church.

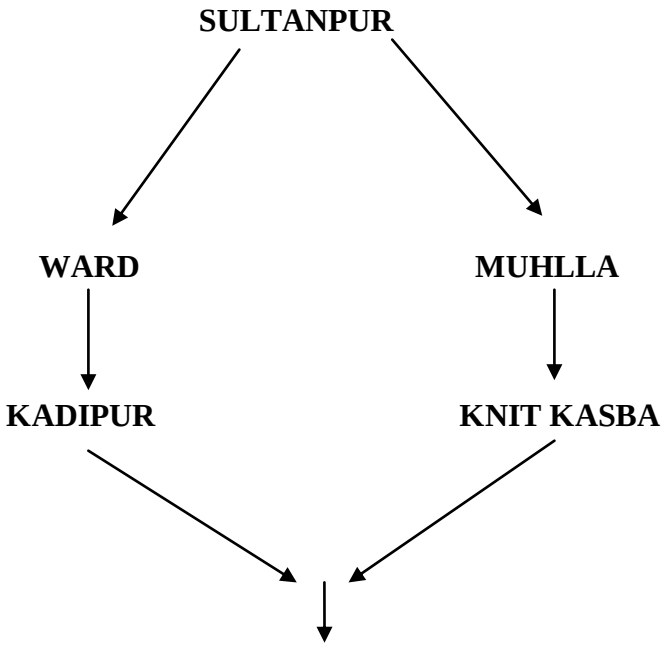

Fig.3.7 KAMALA NEHRU INSTITUTE OF PHYSICAL AND SOCIAL SCIENCE

MAP OF SULTANPUR

Fig.3.8

3.3 Study eriod

The study was carried out from October, 2012 to, 2016. Initially we have done testing's and standardization of tools and techniques and reviewed the available literature. Later the data was collected from the respondents for period of approx 6 months. The last session of period was devoted to the analysis of data and interpretation of the results.

3.4 Selection of Research Method

3.4.1 Research Design

On the basis of the objectives of the study descriptive research design has been applied. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it any way. This research design had given the opportunity to use both quantitative and qualitative data in order to find data. The advantages of descriptive research are that as the study does involve certain variables to be studied, it can provide a lot of information. The descriptive researches were help to identify the various characteristics of the research problem and to derive the precise conclusion which may explore the new areas of research. The present study was focus on systematic description of Course, curriculum and structural programme, learning outcomes and success, academic stress among the student of community college.

3.5 Sampling Procedure

From Lucknow city and Sultanpur District colleges has been selected as per requirement where the number of respondents was more and selected by **Purposive Sampling**.

3.5.1 Purposive Sampling

Is when a researcher chooses specific people within the population to use for a particular study or research project? Unlike random studies, which deliberately include a diverse cross section of ages, backgrounds and cultures, the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research.

3.5.2 Inclusion criteria The entire student who are only attending the community college classes.

3.5.3 Sample Size A total of 300 samples, which fulfilled the inclusion criteria had been covered between August 2014 to August 2015 so final sample size for the study had been taken 300.

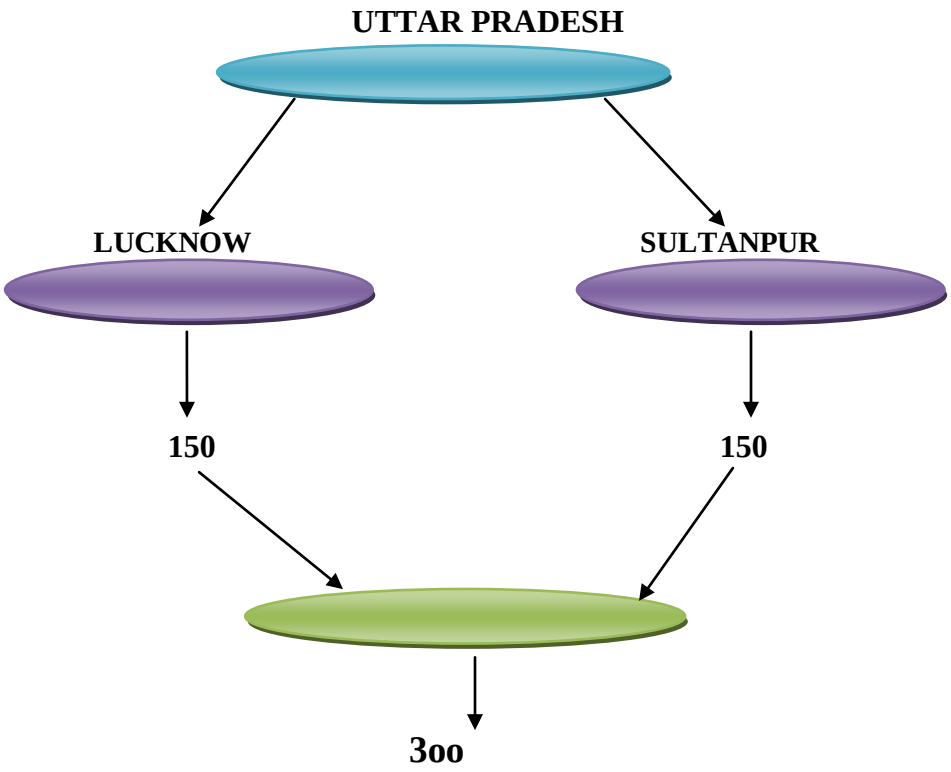

Fig.3.9

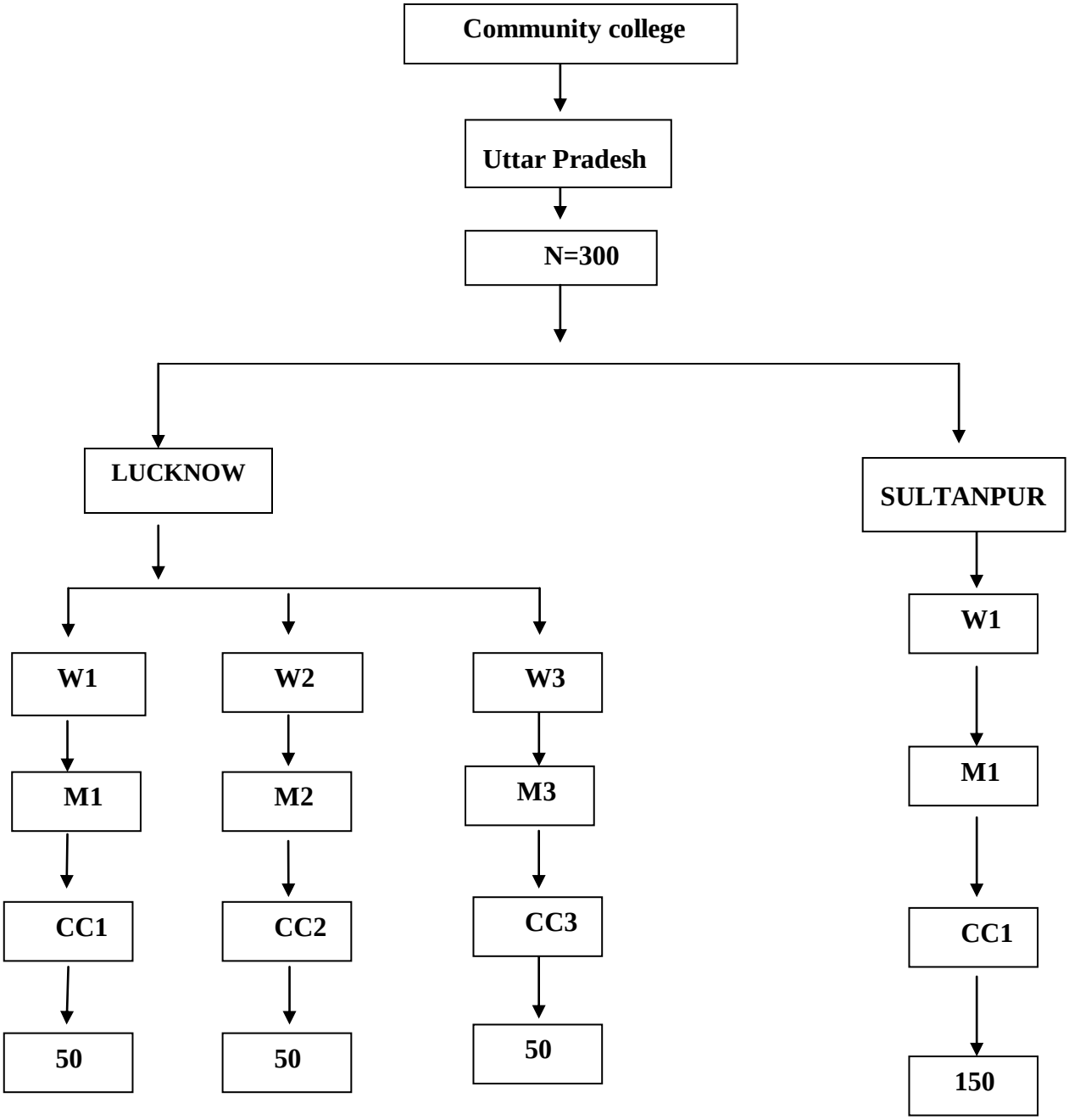

Fig.3.10 Descriptions

- **W= Ward**
- **M= Muhalla**
- **CC= Community college**

ACTIVITIES OF COMMUNITY COLLEGE

Fig.3.11

Photographs of Respondents during Data Collection

Fig.3.12

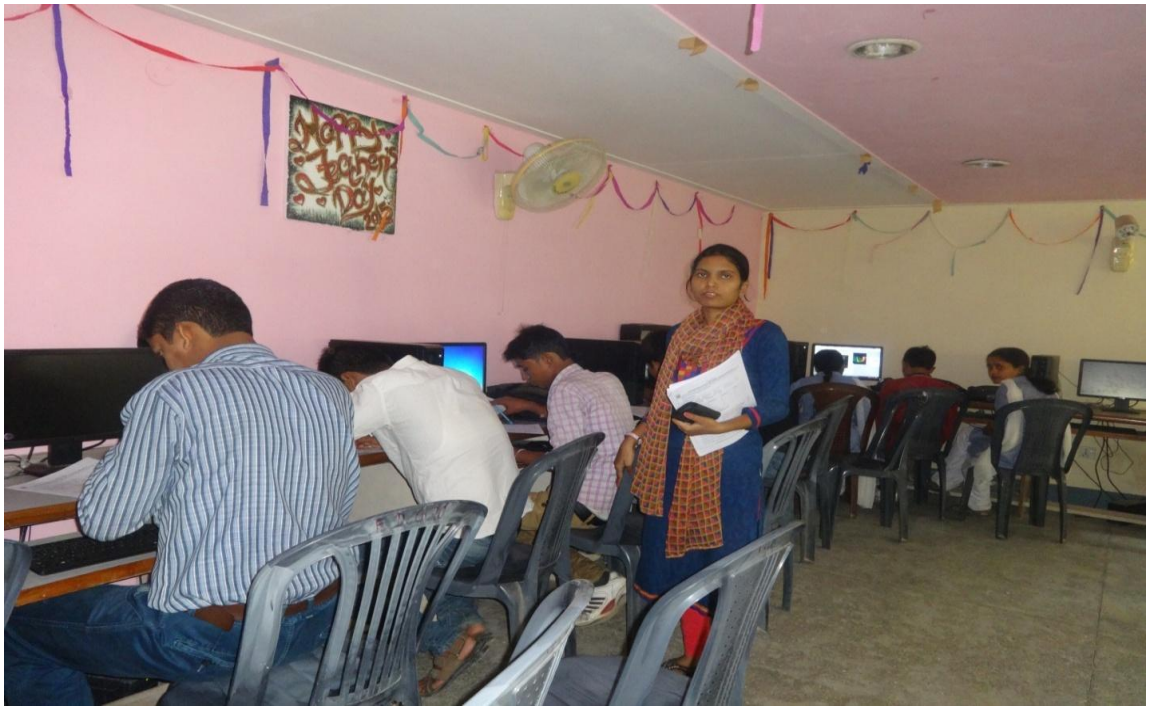

Fig.3.13

Fig.3.14

Fig.3.15

3.6 Tools and Techniques of Data Collection

3.6.1 Primary Data

In the present study Self structured questionnaire was used to collect the primary data. The data was collected on various aspects reflecting their career intervention, awareness, and education, Course, curriculum and structured programme, learning outcomes and success, academic stress and the various problems faced by them with help of pre-structured questionnaire. The questionnaire was having the closed ended questions, and such as to provide statistical significant figures. Method of focused group discussion was used for deriving comprehensive picture of the situation.

3.6.2 Secondary Data

For the collection of secondary data reference books, journals, articles, magazines, newspaper, govt. records, published and unpublished research work and web sources such as H R D Ministry website has been consulted. Survey and mapping of study area of Lucknow and Sultanpur District has been done by using state annual report.

3.6.3 Reliability Analysis for the Questionnaires

Reliability analysis is done to validate the questionnaire in terms of checking the reliability of the scale. It means to check that the scale is consistent in measuring what it is intended to measure. Cronbach alpha is the most common and accepted measure employed widely and to access the reliability. This study also uses Cronbach alpha to establish the reliability and calculates it with the help of SPSS. Generally any value equal or higher than 0.8 is acceptable. According to Kline as cited in Field (2000) a value of 0.7 is more suitable for psychographic variables and goes on to the extent of saying that values <0.7 are also realistic for psychological constructs. This study tries to attain a value of 0.7 to establish the reliability.

Reliability Statistics for Perception Factors		
Cronbach's Alpha	**N of Items**	**N of Cases**
0.759	104	300

Table.3.4 Ranking of Stress

Stress Ranking	N	Mean	Std. Deviation	Ranking
Not sleep at night because I worry about school tests	300	1.48	.901	9
I stay up late before all the big and small school tests	300	1.58	.657	8
Subjects are variable, which causes me to be unable to prepare adequately	300	1.76	.828	2
Redo the compulsory courses I might fail.	300	1.74	.877	4
Vast difference between my current results and high school results	300	1.69	.846	7
My recent tests are imperfect and have regressed.	300	1.71	.804	6
Conflicts with my parents due to my academic results.	300	1.72	.912	5
My parents think that I am not serious about my studies.	300	1.79	.946	1
Academic results will not meet my parents' expectations.	300	1.75	.982	3
Unable to finish studying and to assimilate the knowledge	300	1.58	.752	8
Have to spend a lot of time looking for data and information.	300	1.84	.714	1
Pressure because some subjects use foreign language books.	300	1.76	.896	2
Not understand a lot about some teachers' teaching content.	300	1.63	.731	6
Not able to adapt to some teachers' teaching methods.	300	1.62	.759	7
Not keep up with the speed of the teachers' instruction.	300	1.69	.790	3
Exercises and reports of some teachers are too difficult.	300	1.66	.735	4
Content of exercises and reports of some teachers are too strict	300	1.64	.744	5

My homework or reports will improve.	300	1.62	.820	4
My performance was not as good as I had expected.	300	1.66	.731	1
Nervous when i need to make a speech or give a presentation.	300	1.65	.781	2
Many courses that I am out of breath	300	1.63	.776	3
No interest in some subjects or academics	300	1.58	.783	
Difficult for me to find a balance between my academic and social activities	300	1.62	.742	4
Not able to adjust and schedule the time between academic and social activities effectively	300	1.53	.641	5
Social activities and student association affect my academic work.	300	1.49	.641	6
Face problems some exercises or reports require group work.	300	1.48	.701	8
Worry that I will not be able to find a suitable group member.	300	1.70	.735	1
Presentation, I worry that my classmates will laugh at my inability to perform well	300	1.65	.690	2
Struggles among classmates due to academic performance.	300	1.56	.684	5
Competitive atmosphere between students on academic matters	300	1.55	.723	6
Academic results are not as good as those of my classmates are	300	1.60	.713	3
Very noisy during class and this influences my class situations	300	1.58	.747	4
Often affected by my classmates chatting	300	1.54	.676	7
Words used by my classmates easily hurt my self-esteem or cause harm	300	1.40	.664	9

	Descriptive Statistics			
	N	**Mean**	**Std. Deviation**	**Ranking**
Academic stress	300	1.6919	.48447	1
Course stress	300	1.6775	.40631	2
Self stress	300	1.5977	.41141	3
Group stress	300	1.5615	.40534	4

3.7 Variables of the Study

For any research work undertaken, it is mandatory to indicate the variables considered along with their operational definitions and measurement procedures. A variable is a set of value that forms a classification. A value is anything which can be predicted. There are two types of variables in any research study the dependent variable and the independent variable. A dependent variable is a variable presumed to be affected by one or more independent variables. An independent variable is a variable presumed to affect or influence other variables. The independent and dependent variables of the present study were as follows:

3.7.1 Independent Variables

1. Academic stress
2. Course stress
3. Self stress
4. Group stress

3.7.2 Dependent Variables

1. Performance of community college students

3.7.3 Description about the various other Variables

1. **Age** -Age are describe in four categories given following-

1. **15 to 20**
2. **20 to 25**
3. **25 to 30**
4. **30 above**

2. **Gender-** Gender are describe in two categories given following
   1. **Male**
   2. **Female**

3. **Education of Student-** Education is described in three categories given following
   1. **Intermediate**
   2. **Graduate**
   3. **Postgraduate**

4. **Marital Status-** Marital status is described in two categories given following
   1. **Married**
   2. **Unmarried**

5. **Place of Residence-** Place of residence are describe in two categories given following
   1. **Urban**
   2. **Rural**

3.8 Collection of Data

The investigator approached the Director/Manager of the institutions through a letter of request from the Departments which clarified the purpose of the study. After the permission for the study was granted, respondents were approached directly at community college itself. Firstly the purpose of study was made clear to them and then they were requested to give honest responses. Self structured questionnaire was used.

3.9 Statistical/Inferential Analysis

To attain the objectives and to derive inferences, analysis of data had based on suitable statistical methods as percentage, tabulation; measures of central tendency, ANOVA, correlation, t- test, Regression and other appropriate techniques. Data was analyzed and interpreted on the basis of Statistical Package for Social Sciences (SPSS) which is available in our university in applied statistics department.

CHAPTER – 4

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the gathered information from the target population to assess the Career intervention and success among students of community college in Uttar Pradesh. Analysis is the process of organizing and synthesizing the data in such a way that the answers to research questions can be obtained.

The results were drowned out using descriptive and inferential statistics based on following Objectives of the study.

1. To identify the various courses running under the community college, activities and placement areas.
2. To assess the curriculum and structural programme being adopted by the community college to improve the career of the student.
3. To study the learning outcomes and success of the community college student.
4. To determine the student academic stress of community college.

Description of Respondent's Characteristics

Table 4.1. Distribution of Respondents according to Age

Age	Frequency	Percent
15-20 years	202	67.3
20-25 years	88	29.3
25-30 years	10	3.3
Total	300	100.0

As shown in Table 4.1 majority of the respondents (67.3%) were between the age group of 15-20 years and minimum respondents (3.3%) were age group 25-30 years in community college.

Table 4.2 Distribution of Respondents according to Gender

Gender	Frequency	Percent
Male	165	55.0
Female	135	45.0
Total	300	100.0

Table 4.2 shows that gender of the respondents were (55.0%) male and (45.0%) female in community college.

Table 4.3 Distribution of Respondents according to Qualification

Qualification	Frequency	Percent
Intermediate	213	71.0
Graduate	68	22.7
Postgraduate	19	6.3
Total	300	100.0

Table 4.3 represents the educational status, (71.0%) respondents has been done intermediate, (22.7%) graduate and (6.3%) postgraduate before take the admission in community College.

Table 4.4 Distribution of Respondents according to Economic Status

Income Group	Frequency	Percent
Low	64	21.3
Middle	205	68.3
High	31	10.3
Total	300	100.0

Table 4.4 shows the economic status of the respondents were (21.3%) belonged from low income group family, (68.3%) middle and (10%) respondents from higher income group family in community college.

Table 4.5 Distribution of Respondents according Place of Residence

Area	Frequency	Percent
Urban	184	61.3
Rural	116	38.7
Total	300	100.0

Table 4.5 shows that residence area of the respondents, (61.3%) were belonged from urban area and (38.7%) were belonged from rural area.

Objective 1.To identifies the various courses running under the Community College, activities and placement areas.

Table 4.6 Distribution of Respondents according to Community College

Community College	Frequency	Percent
BBAU Lucknow	50	16.7
National PG College Lucknow	50	16.7
Government Girls Polytechnic college Lucknow	50	16.7
KNIPSS Sultanpur	150	50.0
Total	300	100.0

Table.4.6 represents that the percentage of enrollment of respondents in community college, (16.7%) Respondents in BBAU, (16.7%) in National PG College, (16.7%) in Government polytechnic college and (50.0%) respondents enrolled in KNIPSS Sultanpur.

Table 4.7 Distribution of Respondents according to Courses of Community College

Courses	Frequency	Percent
Dietetics and nutrition	50	16.7
Fashion design and garment technology	30	10.0
Diploma in office automation and E governance	50	16.7
Diploma in Automobile Engineering	50	16.7
Diploma in Computer Graphic Animation	40	13.3
Diploma in Sales & Marketing Management	30	10.0
Sericulture	50	16.7
Total	**300**	**100.0**

Table 4.7 represents the courses preferred by the respondents in community college, (16.7%) Respondents had Dietetics and nutrition, (10.0%) Fashion design and garment technology, (16.7%) Diploma in office automation and E governance, (16.7%) Diploma in Automobile Engineering, (13.3%) Diploma in Computer Graphic Animation, (10.0%) Diploma in Sales & Marketing Management, (16.7%) Sericulture.

Table 4.8 Distribution of Respondents according to level of Job Placement

Level	Frequency	Percent
Highly job oriented	202	67.3
Less job oriented	86	28.7
Not job oriented	7	2.3
Don't know	5	1.7
Total	300	100.0

Table 4.8 shows about the courses of community college (67.3%) respondents were respond highly job oriented, (28.7%) less job oriented, (2.3%) not job oriented, (1.7%) don't know about the job placement from the courses of community college.

Table 4.9 Age of Respondents with attributes of Various Courses

Age of Student	Courses of community college							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
15-20 years	16	24	38	30	33	27	34	202
20-25 years	26	6	12	18	7	3	16	88
25-30 years	8	0	0	2	0	0	0	10
Total	50	30	50	50	40	30	50	300

Table 4.9 represents that between the age group of 15-20 years 16 respondents were enrolled in Dietetics and nutrition, 24 Fashion design and garment technology, 38 Diploma in office automation and E governance, 30 Diploma in Automobile Engineering, 33 Diploma in Computer Graphic Animation, 27 Diploma in Sales & Marketing Management, 34 Sericulture and minimum respondents were enrolled between the age group of 25-30 years.

Table 4.10 Age of Respondents with attributes of Various Sector of Job Placement

Age of Respondent	Sector of Job				Total
	Government sector	Private sector	Self finance	Don't know	
15-20 years	76	77	46	3	202
20-25 years	33	42	8	5	88
25-30 years	8	2	0	0	10
Total	117	121	54	8	300

Table 4.10 represents that job placement; majority of respondents 77 between the age group of 15-20 years had opportunity in private sector, 42 respondents between the age group of 20-25 years had Private sector, 8 respondents between the age group of 25-30 years had opportunity in government sector of job placement in community college.

Table 4.11 Age of Respondent with Actively Participated in College Activity

Age of Students	Actively participated in College Activity			Total
	Never	Some time	Always	
15-20 years	10	63	129	202
20-25 years	6	31	51	88
25-30 years	1	2	7	10
Total	17	96	187	300

Table 4.11 indicates that the activity of the respondents, majority between the age group of 15-20 years respondents 129 were always actively participated in their college activity, 51 respondents between the age group of 20-25 years were always participated in college activity, and 7 respondents between the age group of 25-30 years had always participated in college activity.

Table 4.12 Enrollment in Various Courses with the attributes of Gender of Respondents

Gender	Courses of community college							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
Male	5	2	25	50	27	28	28	165
Female	45	28	25	0	13	2	22	135
Total	50	30	50	50	40	30	50	300

Table 4.12 represents that respondents enrollment in various courses according their gender, enrollment of male 5 in Dietetics and nutrition, 2 Fashion design and garment technology, 25 Diploma in office automation and E governance, 50 Diploma in Automobile Engineering, 27 Diploma in Computer Graphic Animation, 28 Diploma in Sales & Marketing Management and 28 Sericulture. Female enrollment in courses of community college were 45 in Dietetics and nutrition, 28 Fashion design and garment technology, 25 Diploma in office automation and E governance, 13 Diploma in Computer Graphic Animation, 2 Diploma in Sales & Marketing Management and 22 Sericulture.

Table 4.13 Gender of Respondents with the Attributes of Various Sector of Job Placement

Gender	Sector of Job				Total
	Government sector	Private sector	Self finance	Don't know	
Male	49	74	36	6	165
Female	68	47	18	2	135
Total	117	121	54	8	300

Table.4.13 indicates that the scope of the placement through the courses of community college were 49 male and 68 female in government sector, 74 male and 47 female in private sector, 36 male and 18 female in Self finance and 6 male and 2 don't know about the scope of their courses.

Table 4.14 Actively Participated in College Activity with Attributes of Gender of Respondents

Gender	Actively Participated in College Activity			Total
	Never	Some time	Always	
Male	14	49	102	165
Female	3	47	85	135
Total	17	96	187	300

Table.4.14 shows that the 102 male respondents were always actively participated in activity. 85 female respondents were always actively participated in college activity of community college.

Table 4.15 Various Courses with the Attributes of Educational Status

Qualification Respondent	Courses							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
Intermediate	15	22	41	36	29	27	43	213
Graduate	18	8	9	13	10	3	7	68
Postgraduate	17	0	0	1	1	0	0	19
Total	50	30	50	50	40	30	50	300

Table.4.15 represents the various courses according their educational status, majority of 43 respondents has been completed their intermediate and enrolled in sericulture 18 has

been completed their graduation and enrolled in Dietetics and nutrition. 17 respondents has been completed post graduation and enrolled in Dietetics and nutrition.

Table 4.16 Sector of Job Placement with attributes of Educational Status of Respondents

Qualification of Respondent	Sector of Job Oriented				Total
	Government sector	Private sector	Self finance	Don't know	
Intermediate	76	87	47	3	213
Graduate	28	28	7	5	68
Postgraduate	13	6	0	0	19
Total	117	121	54	8	300

Table 4.16 indicates that on basis of educational status job placement according to intermediate respondents 76 had opportunity in Government sector, 87 in Private sector, 47 in self finance, 3 don't know. According to the graduate respondents 28 had opportunity in Government sector, 28 in Private sector, 7 in self finance, 5 don't know, and the postgraduate 13 respondents had opportunity in Government sector, 6 respondents had opportunity in Private sector.

Table 4.17 Participated in College Activity with the Attributes of Educational Status

Qualification of Respondent	Actively Participated in College Activity			Total
	Never	Some Time	Always	
Intermediate	13	63	137	213
Graduate	3	30	35	68
Postgraduate	1	3	15	19
Total	17	96	187	300

Table 4.17 shows that on the basis of educational status majority of respondents of intermediate 137 were always actively participated in college activity, 35 graduate respondents were always participated in activity and 15 post graduation respondents were always actively participated in college activity.

Table 4.18 Various Courses of Community College with the attributes of Residence Area

Place of Residence	Courses of Community College							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
Urban	33	20	36	35	13	20	27	184
Rural	17	10	14	15	27	10	23	116
Total	50	30	50	50	40	30	50	300

Table 4.18 represents the various courses on the basis of locality of respondents, majority from urban area 36 respondents were enrolled in Diploma in office automation and E governance and from rural area 27 respondents were enrolled in Diploma in Computer Graphic Animation.

Table 4.19 Sector of Job Placement with the attributes of Respondents Area

Place of Residence	Sector of Job				Total
	Government sector	Private sector	Self finance	Don't know	
Urban	74	69	35	6	184
Rural	43	52	19	2	116
Total	117	121	54	8	300

Table 4.19 indicates that the sector of the job placement on the basis of locality of respondents, majority 74 respondents from the urban area had opportunity for job placement in Government sector and 52 respondents from the rural area had opportunity of the job placement in private sector.

Table 4.20 Respondents area with attributes of Actively participation in College Activity

Place of Residence	Actively participated in College Activity			Total
	Never	some time	Always	
Urban	7	58	119	184
Rural	10	38	68	116
Total	17	96	187	300

Table 4.20 shows that participation of respondents in College Activity, Majority of the urban respondents 119 were always actively participated in college activity.

Table 4.21 Enrollment of Respondents in various Courses on the basis of Economic Status

Family Income Group	Courses							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
Lower	7	2	8	11	15	4	17	64
Middle	38	26	38	32	23	23	25	205
Higher	5	2	4	7	2	3	8	31
Total	50	30	50	50	40	30	50	300

Table.4.21 represents that respondent's enrollment in various courses on the basis of economic status, Majority of respondents 17 were sericulture belonged from lower income group, 38 respondents were both Dietetics and nutrition, Diploma in office automation and E governance belonged from middle family income group and only 8 respondents in sericulture belonged from higher income group in community college.

Table 4.22 Name of Community College with Attributes of Sector of Job Placement

Name of Community College	Sector of Job				Total
	Government sector	Private sector	Self finance	Don't know	
BBAU Lucknow	29	21	0	0	50
National PG College Lucknow	14	23	12	1	50
Government Girls Polytechnic college Lucknow	10	31	5	4	50
KNIPSS Sultanpur	64	46	37	3	150
Total	117	121	54	8	300

Table 4.22 shows that the courses in BBAU majority of 29 respondents had opportunity of job placement in government sector, 23 had private sector in National PG College, 31 respondents had private sector in Government Polytechnic College and 64 respondents had government sector in KNIPSS Sultanpur.

Table 4.23 Name of Community college with attributes of various courses

Name of community college	Courses of Community College							Total
	Dietetics and nutrition	Fashion design and garment technology	Diploma in office automation and E governance	Diploma in Automobile Engineering	Diploma in Computer Graphic Animation	Diploma in Sales & Marketing Management	Sericulture	
BBAU Lucknow	50	0	0	0	0	0	0	50
National PG college Lucknow	0	0	50	0	0	0	0	50
Government Polytechnic college	0	0	0	50	0	0	0	50
KNIPSS Sultanpur	0	30	0	0	40	30	50	150
Total	50	30	50	50	40	30	50	300

Table 4.23 represents that various courses preferred by community college, 50 respondents were enrolled in Dietetics and nutrition in BBAU, 50 respondents were enrolled in Diploma in office automation and E governance in National PG College, 50 respondents were enrolled in Diploma in Automobile Engineering in Government Polytechnic college and 30 respondents were in Fashion design and garment technology, 40 respondents were in Diploma in Computer Graphic Animation, 30 respondents were in Diploma in Sales & Marketing Management, 50 respondents were enrolled in sericulture in KNIPSS Sultanpur.

Table 4.24 Actively Participated in College Activity with Attributes of Community College

Name of community college	Actively participated in College Activity			Total
	Never	Some time	Always	
BBAU Lucknow	0	17	33	50
National PG College Lucknow	1	27	22	50
Government Girls Polytechnic College Lucknow	10	14	26	50
KNIPSS Sultanpur	6	38	106	150
Total	17	96	187	300

Table 4.24 represents that participation of respondents in community college majority of 33 respondents of BBAU were always actively participated in activity, 27 respondents of National PG College were some time participated, 26 respondents of Government Polytechnic college were some time participated and 106 respondents of KNIPSS Sultanpur were always actively participated in college activity in community college.

To Test the Hypothesis

H0: there is no significant difference among means of the various courses students and academic stress.

Table 4.25 Classifications of Various Courses on the Basis of Academic Stress.

Descriptive								
Academic stress								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dietetics and nutrition	50	1.4089	.34371	.04861	1.3112	1.5066	1.00	2.33
Fashion design and garment technology	30	2.0519	.61742	.11273	1.8213	2.2824	1.11	3.00
Diploma in office automation and E governance	50	1.8711	.38185	.05400	1.7626	1.9796	1.22	2.67
Diploma in Automobile Engineering	50	1.5222	.45467	.06430	1.3930	1.6514	1.00	3.22
Diploma in Computer Graphic Animation	40	1.7306	.44294	.07003	1.5889	1.8722	1.00	2.78
Diploma in Sales & Marketing Management	30	1.6148	.36878	.06733	1.4771	1.7525	1.11	3.00
Sericulture	50	1.7644	.51564	.07292	1.6179	1.9110	1.00	4.11
Total	300	1.6919	.48447	.02797	1.6368	1.7469	1.00	4.11

ANOVA					
Academic Stress					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.438	6	1.906	9.509*	.000
Within Groups	58.742	293	.200		
Total	70.180	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 9.509 for academic stress and P value is .000; On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various course students and academic stress.

In other words, it can be said that the students with different course of study feel the academic stress differently.

H0: there is no significant difference among means of the various course students and course stress.

Table 4.26 Classification of Various Courses on the Basis of Course Stress

Course Stress								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dietetics and nutrition	50	1.7150	.39208	.05545	1.6036	1.8264	1.00	2.75
Fashion design and garment technology	30	1.8042	.40827	.07454	1.6517	1.9566	1.25	2.88
Diploma in office automation and E governance	50	1.7975	.31430	.04445	1.7082	1.8868	1.25	2.75
Diploma in Automobile Engineering	50	1.6275	.42295	.05981	1.5073	1.7477	1.00	2.75
Diploma in Computer Graphic Animation	40	1.6813	.39523	.06249	1.5548	1.8077	1.00	2.38
Diploma in Sales & Marketing Management	30	1.5750	.43376	.07919	1.4130	1.7370	1.13	2.63
Sericulture	50	1.5525	.43674	.06177	1.4284	1.6766	1.00	2.75
Total	300	1.6775	.40631	.02346	1.6313	1.7237	1.00	2.88

ANOVA					
Course Stress					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.494	6	.416	2.598*	.018
Within Groups	46.867	293	.160		
Total	49.361	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 2.598 for course stress and P value is .018; On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various course students and course stress.

In other words, it can be said that the students with different course of study feel the course stress differently.

H0: there is no significant difference among means of the various courses and self stress of community college students.

Table 4.27 Classification of various Courses on the basis of Self Stress

Descriptive								
Self stress								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dietetics and nutrition	50	1.4550	.34234	.04841	1.3577	1.5523	1.00	2.25
Fashion design and garment technology	30	1.7333	.67333	.12293	1.4819	1.9848	1.00	3.00
Diploma in office automation and E governance	50	1.8550	.37403	.05290	1.7487	1.9613	1.25	2.75
Diploma in Automobile Engineering	50	1.6025	.36916	.05221	1.4976	1.7074	1.00	2.63
Diploma in Computer Graphic Animation	40	1.5813	.28385	.04488	1.4905	1.6720	1.13	2.13
Diploma in Sales & Marketing Management	30	1.5125	.27337	.04991	1.4104	1.6146	1.13	2.13
Sericulture	50	1.4611	.37344	.05281	1.3549	1.5672	1.00	3.25
Total	300	1.5977	.41141	.02375	1.5509	1.6444	1.00	3.25

ANOVA					
Self stress					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.043	6	1.007	6.622*	.000
Within Groups	44.566	293	.152		
Total	50.609	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 6.622 for academic stress and P value is .000; On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various course students and self stress.

In other words, it can be said that the students with different course of study feel the self stress differently.

H0: there is no significant difference among means of the various course students and group stress.

Table 4.28 Classification of various Courses on the basis of Group Stress

Descriptive								
Group Stress								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Dietetics and nutrition	50	1.5467	.41625	.05887	1.4284	1.6650	1.00	3.56
Fashion design and garment technology	30	1.5852	.48558	.08865	1.4039	1.7665	1.00	2.56
Diploma in office automation and E governance	50	1.7289	.41584	.05881	1.6107	1.8471	1.11	3.44
Diploma in Automobile Engineering	50	1.6044	.42483	.06008	1.4837	1.7252	1.00	3.00
Diploma in Computer Graphic Animation	40	1.5278	.33357	.05274	1.4211	1.6345	1.11	2.33
Diploma in Sales & Marketing Management	30	1.5667	.41507	.07578	1.4117	1.7217	1.00	2.89
Sericulture	50	1.3756	.28027	.03964	1.2959	1.4552	1.00	2.44
Total	300	1.5615	.40534	.02340	1.5154	1.6075	1.00	3.56

ANOVA					
Group stress					
	Sum of Squares	df	Mean Square	F value	P value (Sig.)
Between Groups	3.296	6	.549	3.512*	.002
Within Groups	45.829	293	.156		
Total	49.125	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 3.512 for group stress and P value is .002; On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various course students and group stress.

In other words, it can be said that the students with different course of study feel the group stress differently.

As a whole, it can be said that the students of different study course feel the stressors differently according to the group stress.

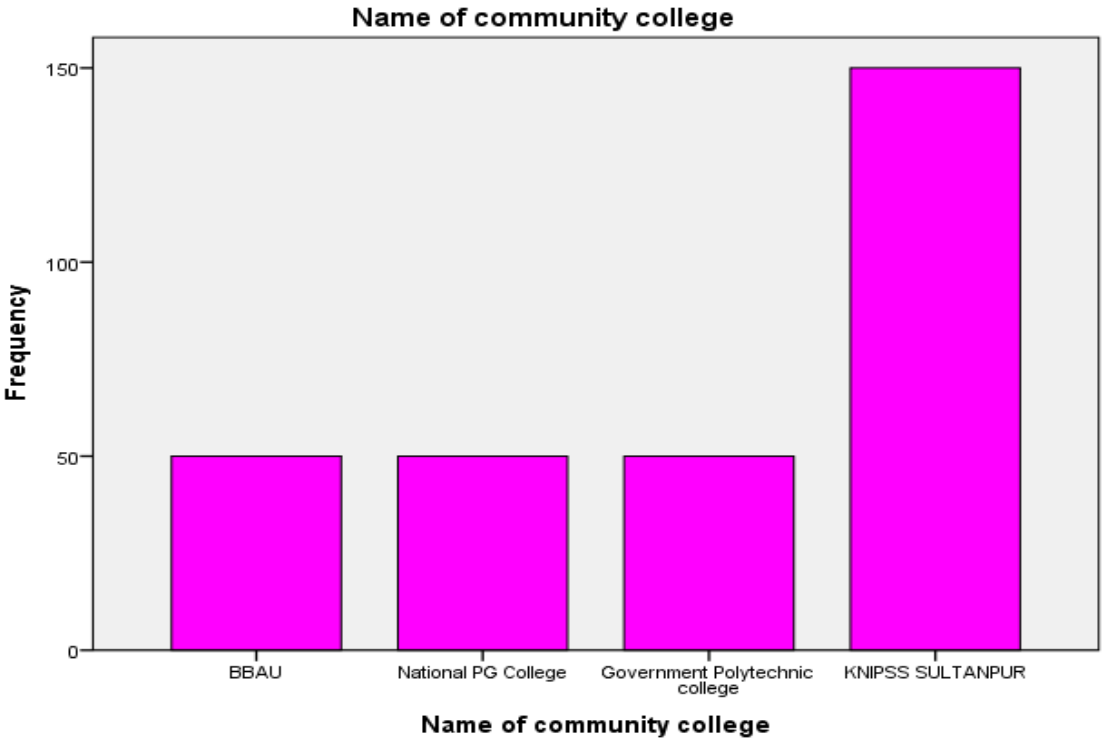

Chart 4.1 Distribution of Respondents according to Community College

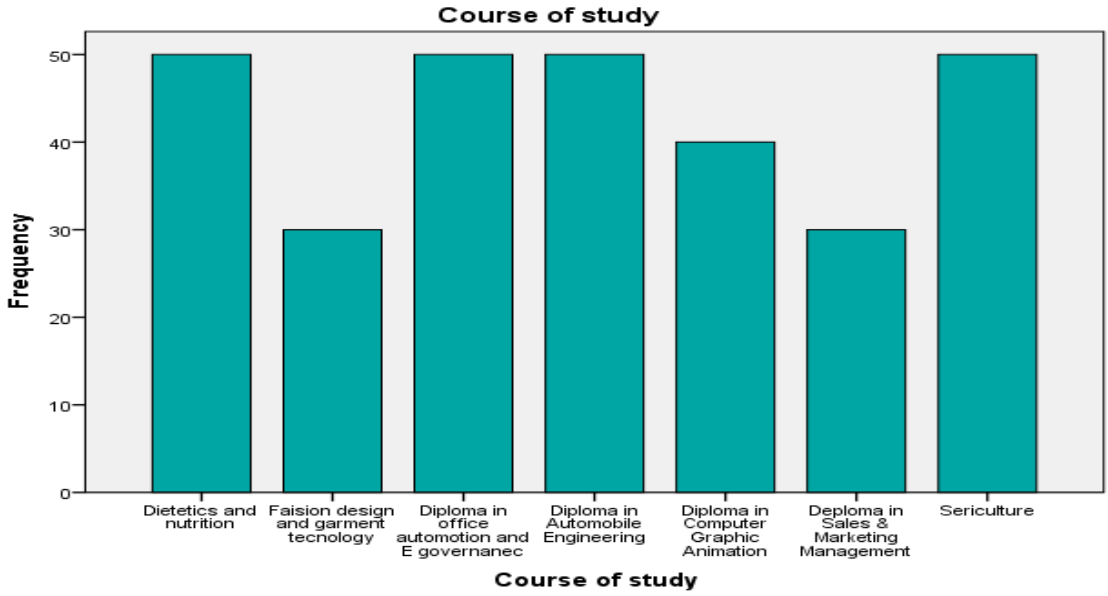

Chart 4.2 Distribution of Respondents according to Courses of Community College

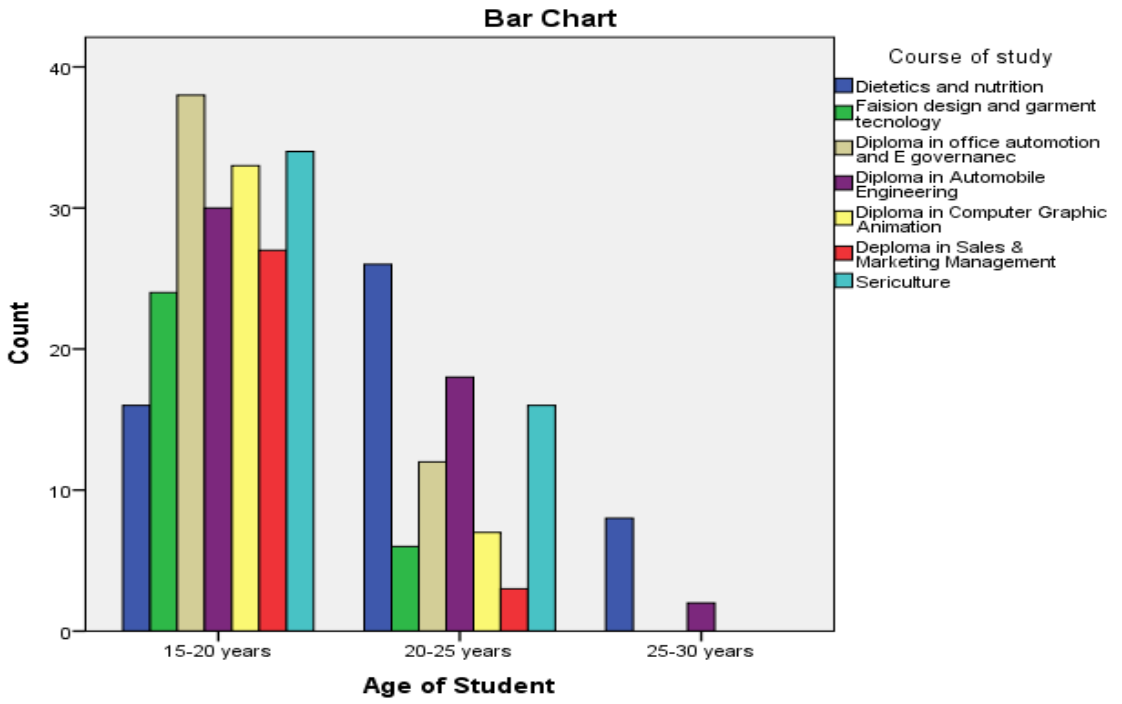

Chart 4.3 Age of Respondents with the attributes of Various Courses

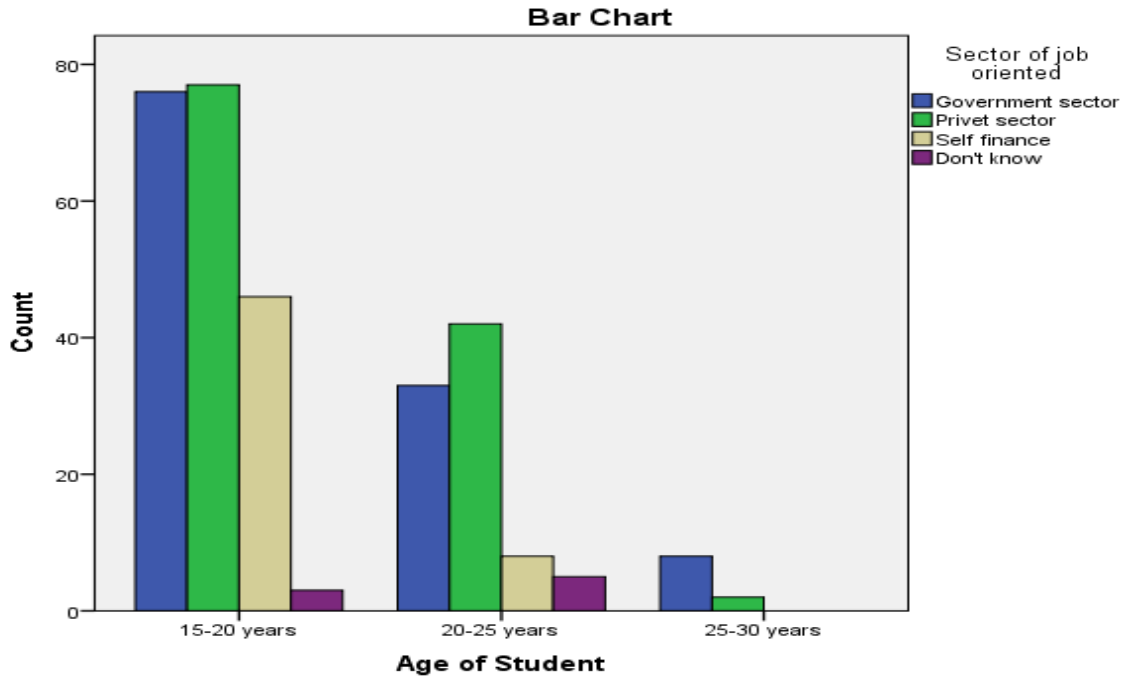

Chart 4.4 Age of Respondents with the Various Sector of Job

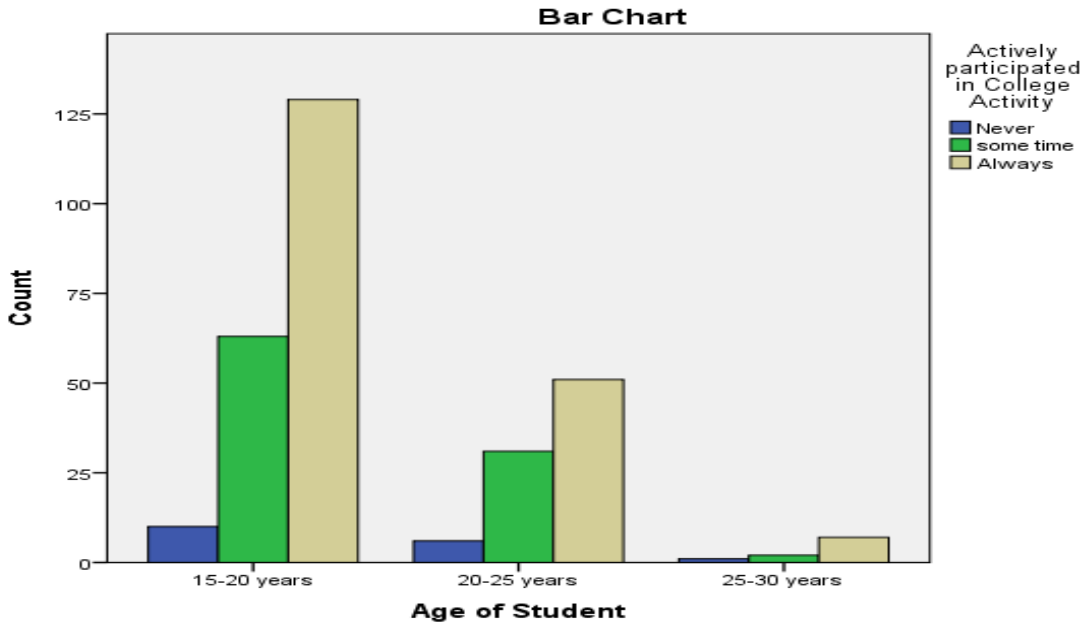

Chart 4.5 Age of Respondents with Actively Participated in College Activity

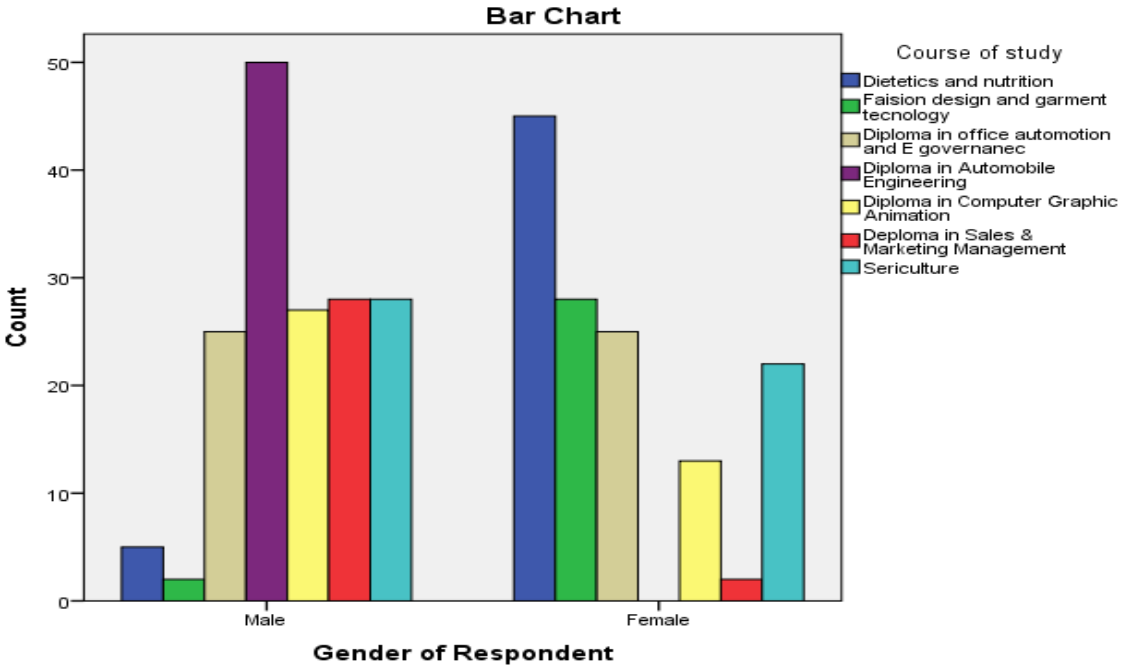

Chart 4.6 Enrollment of Respondents in Courses with the attributes of Gender

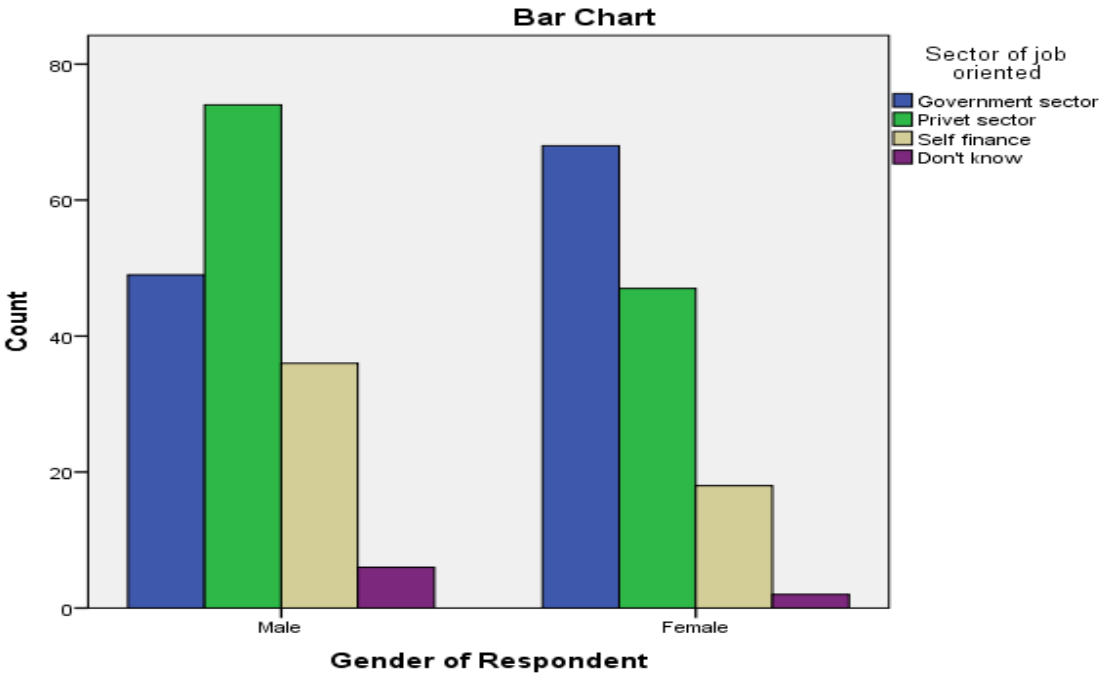

Chart 4.7 Sector of Job with the attributes of Gender

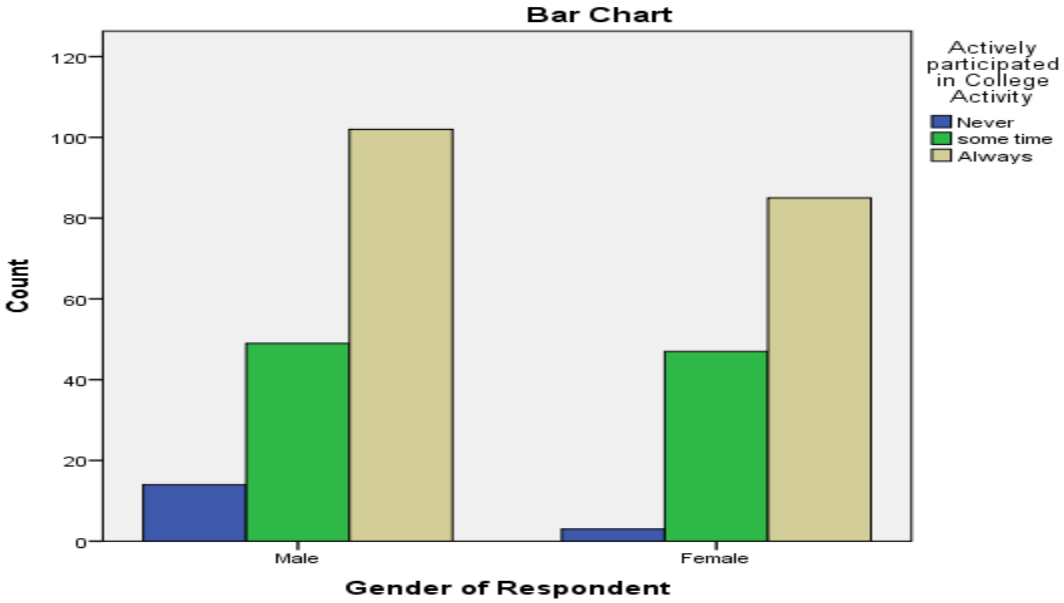

Chart 4.8 Actively Participated in College Activity with attributes of Gender

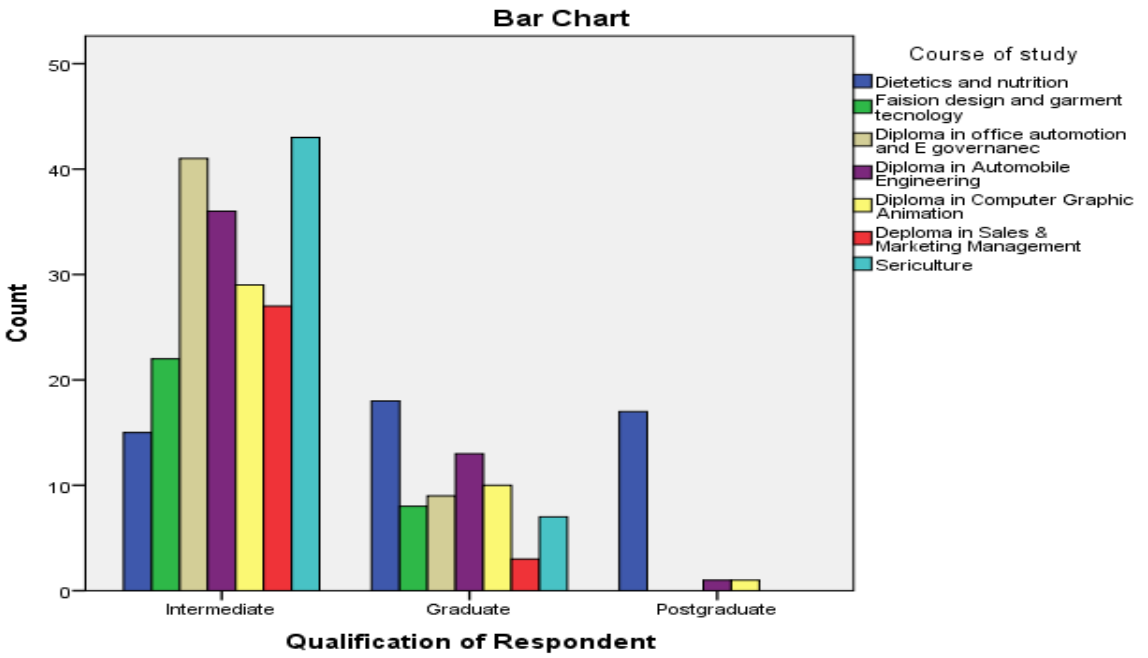

Chart 4.9 Educational Qualification of Respondents with attributes of Various Courses

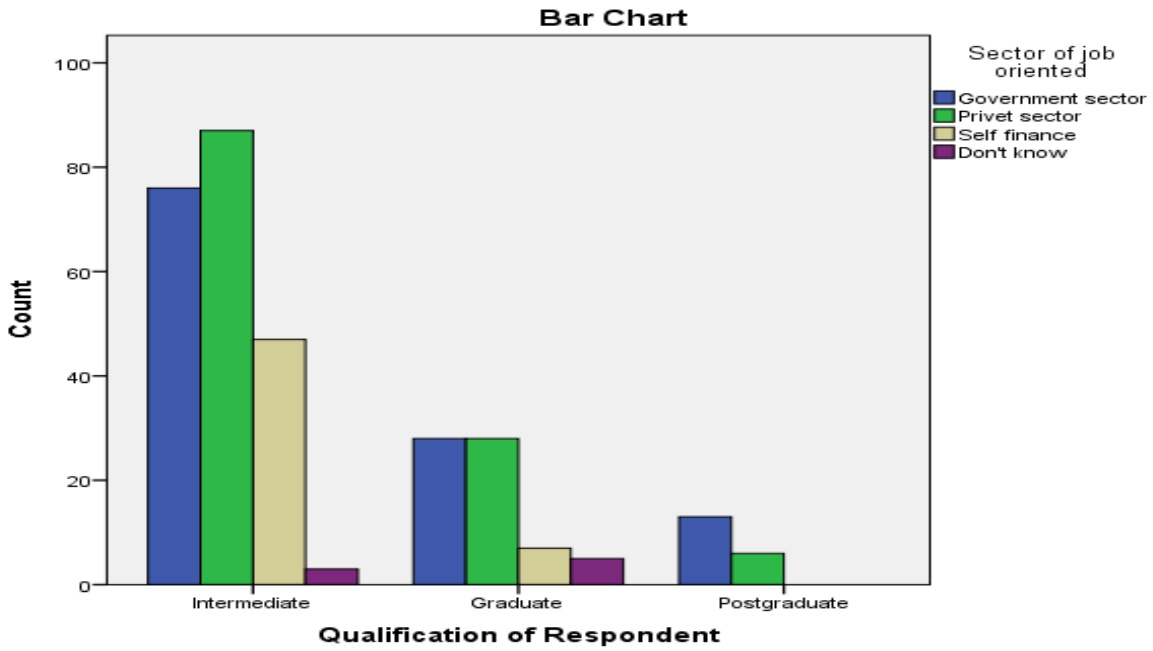

Chart 4.10 Educational Qualification of Respondents with attributes of Sector of Job

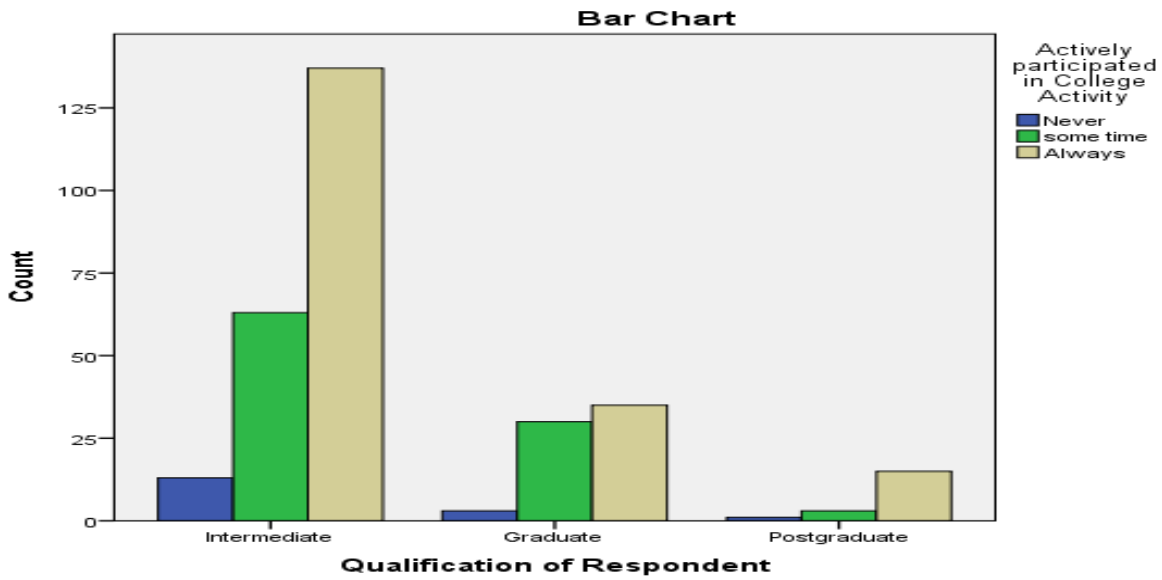

Chart 4.11 Participation in College Activity with attributes of Educational Qualification.

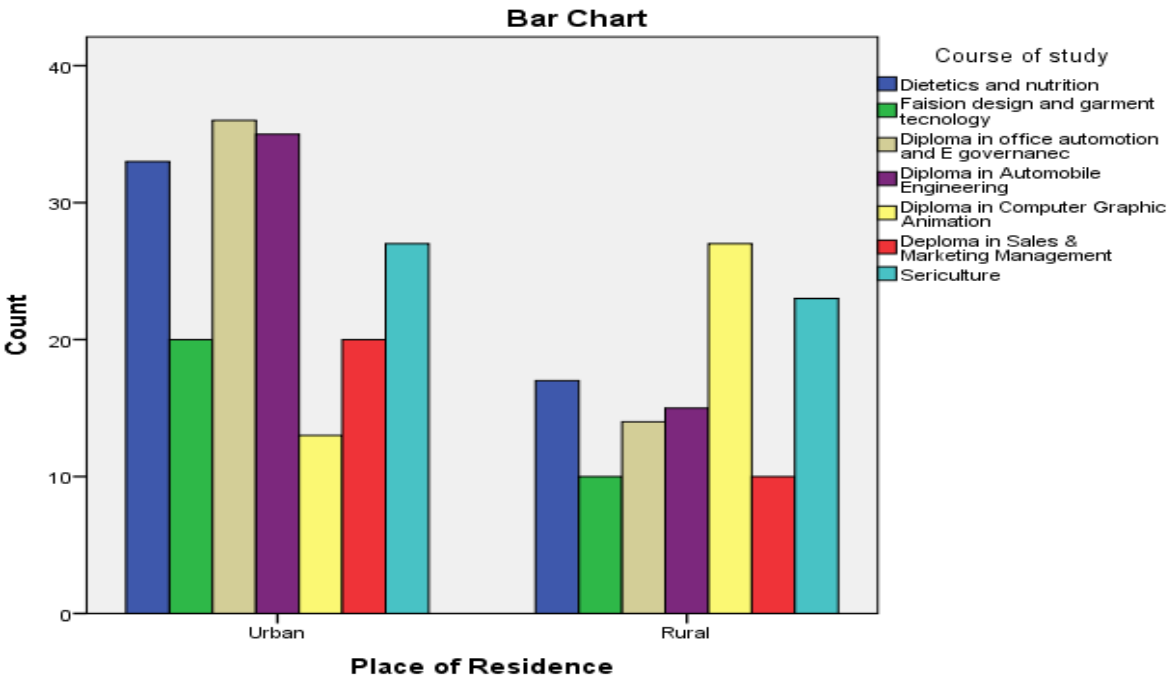

Chart 4.12 Residence area of Respondents with the attributes of various Courses of Community College

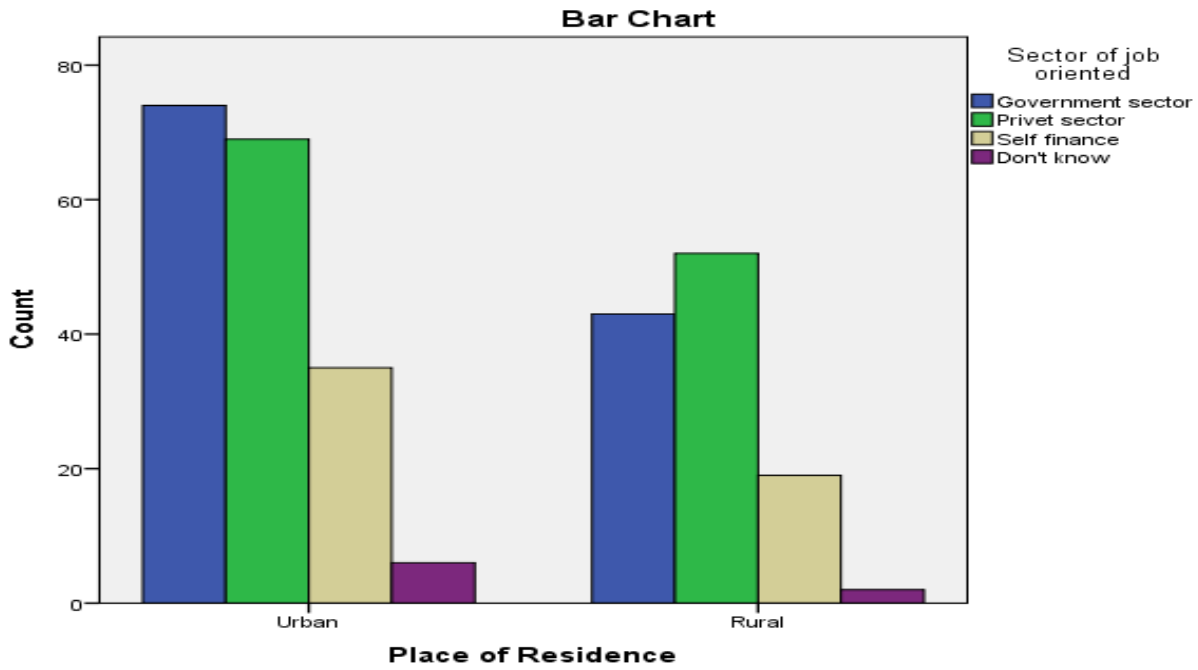

Chart 4.13 Residence area of Respondents with the attributes of various Sector of Job

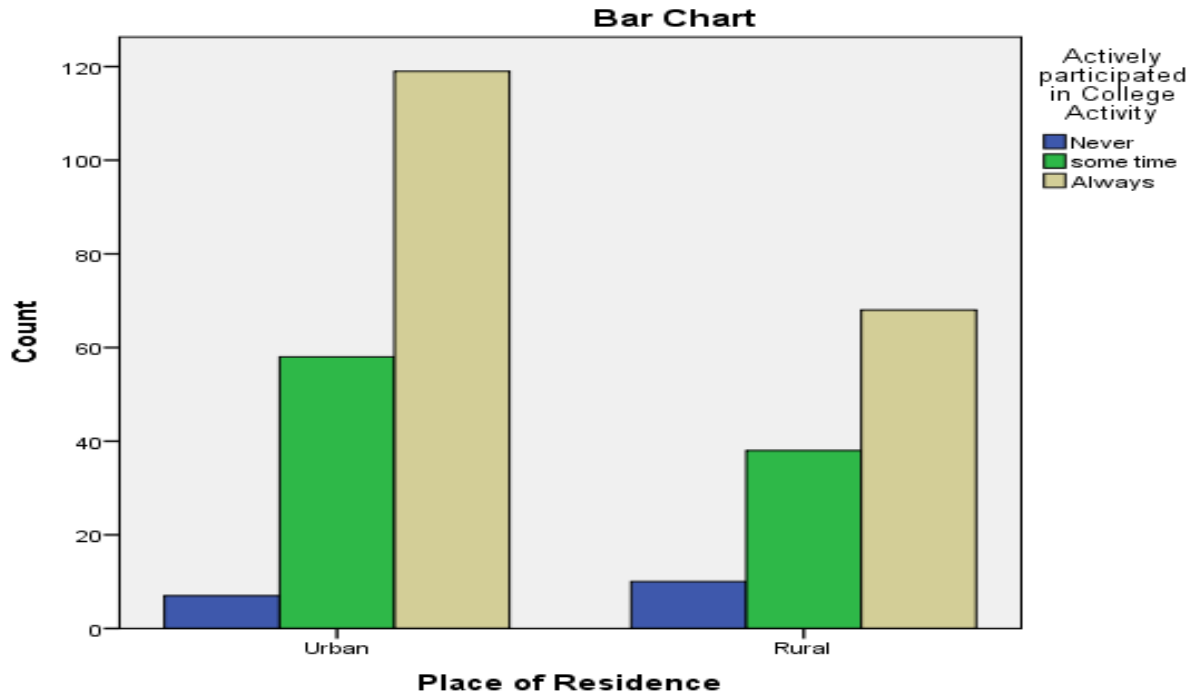

Chart 4.14 Actively Participation of Respondents in College Activity

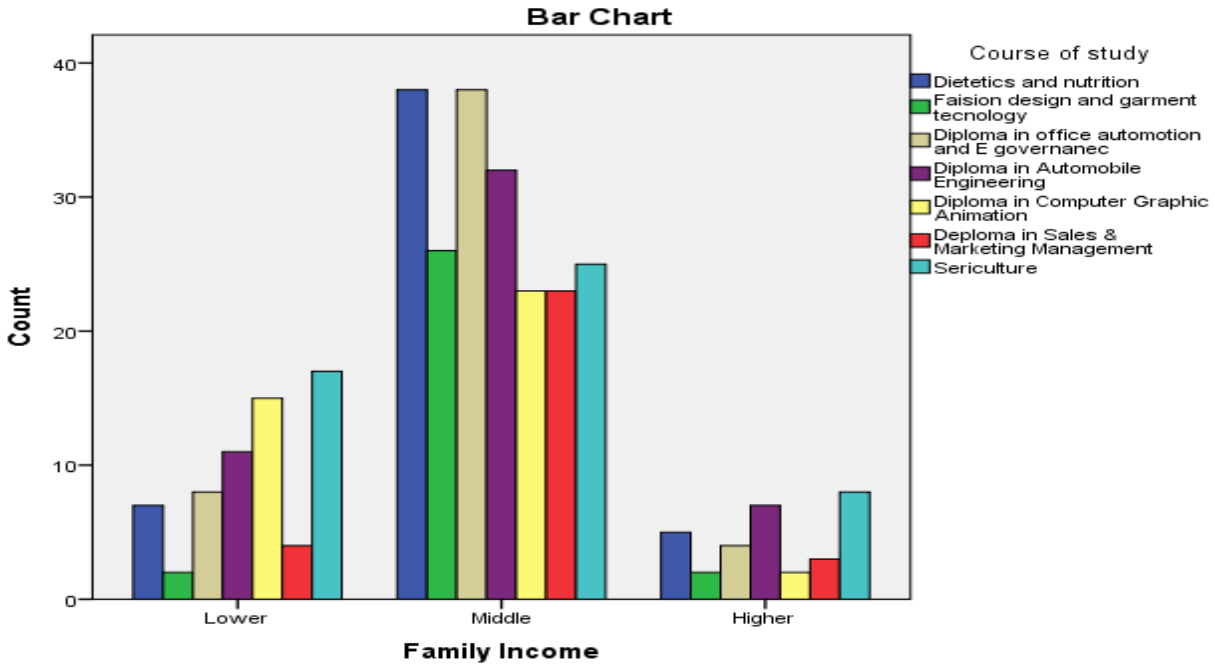

Chart 4.15 Enrollment of Respondents in various Courses on the basis of Economic Status

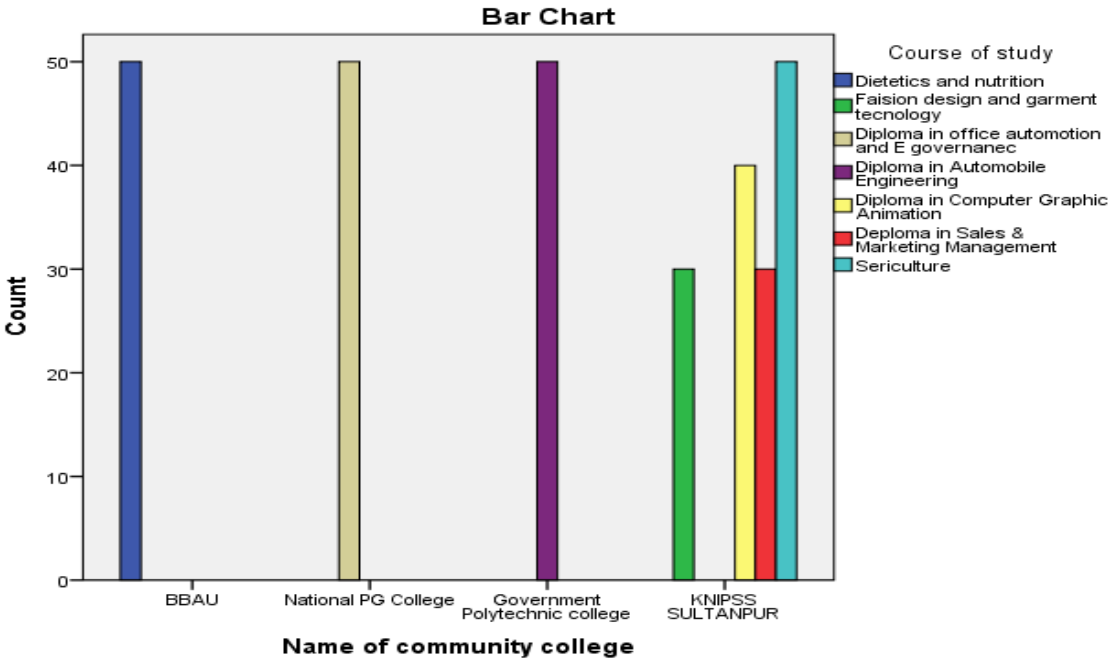

Chart 4.16 Name of Community College with the attributes of various Courses

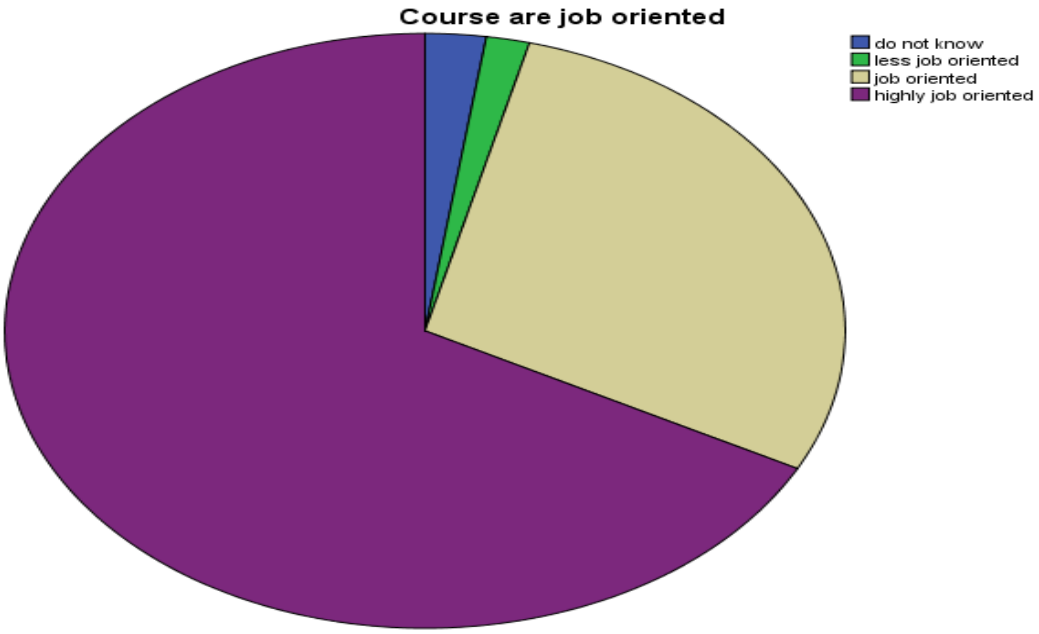

Chart 4.17 Distribution of Respondents with the attributes of Job Oriented Courses

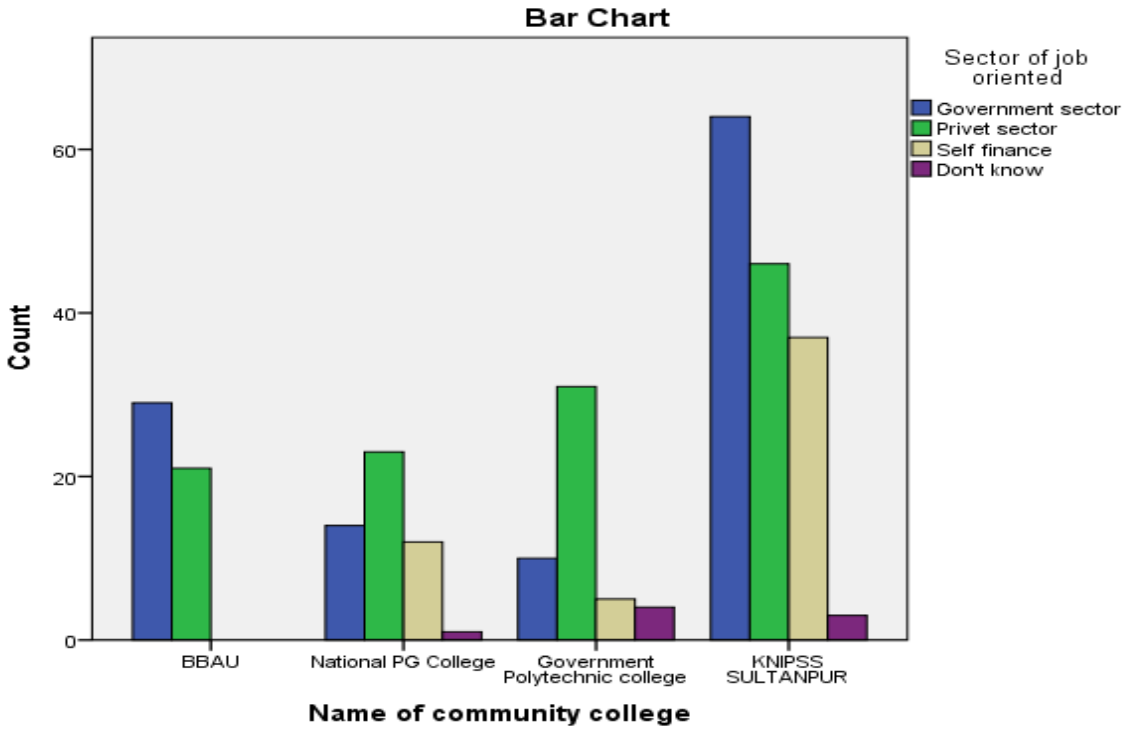

Chart 4.18 Name of Community College with the attributes of various Sector of Job

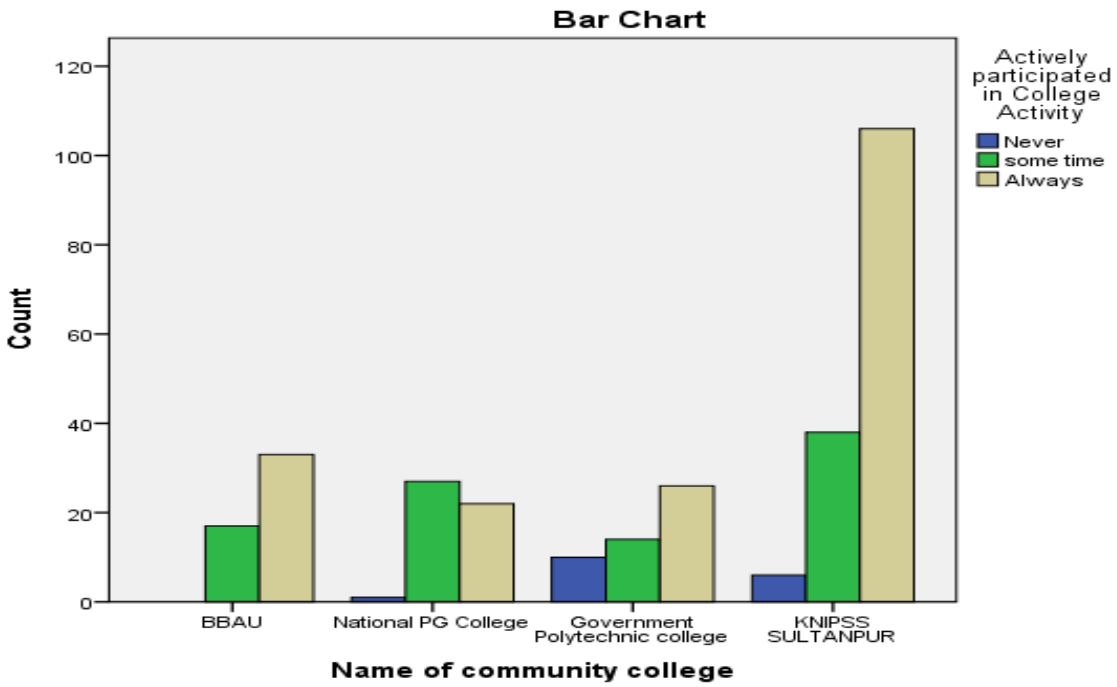

Chart 4.19 Actively Participation of Respondents in Community College

Objective 2. To assess the curriculum and structural programme being adopted by the community college to improve the career of the student.

Reasons Attending the Community College with Various Demographic Variables

Table 4.29 Reasons of Attending the Community College with Attributes of Respondents Age

Age	Reason Attending College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
15-20 years	72	44	52	34	202
15-20 years	72	44	52	34	202
25-30 years	9	0	0	1	10
Total	113	62	74	51	300

Above table shows that reasons of attending the community college, majority 72 of respondents were attending the college with the purpose of skill for a new job between the age group of 15-20 years, 32 of respondents were attending the college with the purpose of skill for a new job between the age group of 20-25 years and 9 of respondents were attending the college with the purpose of skill for a new job between the age group of 25-30 years.

Table 4.30 Reasons of Attending the Community College with Attributes of Respondents Gender

Gender	Reason Attending College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
Male	69	31	37	28	165
Female	44	31	37	23	135
Total	113	62	74	51	300

Table 4.30 represents that majority of 69 male respondents were attending the community college for skill of new job and 44 female respondents were attending the community college for skill of new job.

Table 4.31 Reasons of Attending the College with Attributes of Educational Status

Qualification of Respondent	Reason Attending this College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
Intermediate	71	47	58	37	213
Graduate	31	12	14	11	68
Postgraduate	11	3	2	3	19
Total	113	62	74	51	300

Table 4.31 indicates that reasons of attending the community college on the basis of educational status, majority of 71 intermediate respondents were attending the college for purpose of skill for a new job, 31 graduate and 11 postgraduate respondents were also attending the community college for skill of new job.

Table 4.32 Reasons of Attending the College with attributes of Residence Area

Place of Residence	Reason Attending this College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
Urban	61	42	45	36	184
Rural	52	20	29	15	116
Total	113	62	74	51	300

Table 4.32 shows that on the basis of locality 61 urban respondents were attending the community college for the purpose of skill for a new job, 42 current advancement, 45 personal interests, 36 attending for improve basic skill and 52 rural respondents were attending the community college for the purpose of skill for a new job, 20 for current advancement, 29 personal interest, 15 respondents attending the community college with the purpose of improve their basic skill.

Table 4.33 Reasons of Attending the Community Colleges with attributes of Economic Status

Income Group	Reason Attending this College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
Lower	36	8	14	6	64
Middle	68	48	52	37	205
Higher	9	6	8	8	31
Total	113	62	74	51	300

Table 4.33 indicates that on the basis of economic status majority of 68 respondents were attending the community college for the purpose of skill for new job belonged from middle income group family, 36 respondents from lower income group were attending the community college skill for new job 9 respondents from higher income group were attending the community college skill for a new job.

Table 4.34 Reasons of Attending the Community Colleges

Name of community college	Reason Attending this College				Total
	Skill for a new job	Current of advancement	Personal interest	Improve basic skill	
BBAU Lucknow	26	10	8	6	50
National PG College Lucknow	12	19	11	8	50
Government Girls Polytechnic college	20	14	8	8	50
KNIPSS Sultanpur	55	19	47	29	150
Total	113	62	74	51	300

Table 4.34 represents that the majority of 26 BBAU respondents were attending the community college for the purpose of Skill for a new job, 19 National PG College respondents attending the community college for current advancement, 20 Government Polytechnic college respondents were attending the community college for the purpose of Skill for a new job and 55 KNIPSS Sultanpur respondents were also attending the community college skill for new job.

Table 4.35 Distribution of Respondents According to Various Programme of Community Colleges

Name of Programme	Frequency	Percent	Cumulative Percent
Certificate	30	10.0	10.0
Diploma	70	23.3	33.3
Advance diploma	200	66.7	100.0
Total	300	100.0	

Table 4.35 indicates that the programmes of community college 10 respondents were enrolled in certificate courses, 23 respondents were enrolled in diploma and 66 respondents were enrolled in advance diploma programme.

Table 4.36 Classification of duration of the Course Programme of Community College

Duration of programme	Frequency	Percent	Cumulative Percent
3 month	29	9.7	9.7
1 year	71	23.7	33.3
2 year	200	66.7	100.0
Total	300	100.0	

Table 4.36 shows that duration of the programme, (9.7%) respondents had 3 month duration of the progamme, (23.7%) had 1year duration of the programme, and (66%) respondents had 2 year duration of their programme in community college.

Table 4.37 Classification of Respondents according to Hours/ Week Spend Studying in Class

Hours	Frequency	Percent	Cumulative Percent
1-5 hrs	125	41.7	41.7
6-10 hrs	123	41.0	82.7
11-15 hrs	39	13.0	95.7
more than 20 hrs	13	4.3	100.0
Total	300	100.0	

Table 4.37 represents that classification of hours/week spends studying in class; majority (41.7%) of respondents were spend the hours in class between 1-5 hrs in a week.

Table 4.38 Distribution of Respondents with attributes of Strength of the Class in Community College

Strength of class	Frequency	Percent	Cumulative Percent
25 to 30	110	36.7	36.7
Above 45	190	63.3	100.0
Total	300	100.0	

Table 4.38 shows that the strength of the community college classes, (36.7%) respondents had between 25 to 30 strength of the class in community college and (63%) respondents had above to 45 strength of the classes in community college.

Table 4.39 Classification of Respondents according to Classes scheduled convenient

Categories	Frequency	Percent	Cumulative Percent
Never	18	6.0	6.0
Some time	89	29.7	35.7
Always	193	64.3	100.0
Total	300	100.0	

Table 4.39 indicates that the classes scheduled were convenient in the community college, majority (64.3%) of respondents were always convenient classes scheduled of community college.

Table 4.40 Programme focus on skill Development in Community College

Categories	Frequency	Percent	Cumulative Percent
Never	8	2.7	2.7
Some time	95	31.7	34.3
Always	197	65.7	100.0
Total	300	100.0	

Table.4.40 shows the programme focus on skill development, majority of (65.7%) respondents were always the course programme of community college were focused on skill development.

Table 4.41 Classification of adequate Computer lab in Community College

Categories	Frequency	Percent	Cumulative Percent
Never	27	9.0	9.0
Some time	110	36.7	45.7
Always	163	54.3	100.0
Total	300	100.0	

Table 4.41 represents that the adequate computer labs in community college, majority of (54.3%) respondents were always had adequate computer lab in community college.

Table 4.42 Developing skill of Vocational Education in Community College

Categories	Frequency	Percent	Cumulative Percent
Never	8	2.7	2.7
Some time	86	28.7	31.3
Always	206	68.7	100.0
Total	300	100.0	

Table 4.42 shows that majority of (68%) respondents were always developing the skill of vocational education in community college.

Table 4.43 Facilitating Power point Presentation in Community College

Categories	Frequency	Percent	Cumulative Percent
Never	10	3.3	3.3
Some time	119	39.7	43.0
Always	171	57.0	100.0
Total	300	100.0	

Table 4.43 shows that majority of (57%) respondents were always community college had facilitating power point presentation in the classroom.

Table 4.44 Faculty Provide timely Feedback about Academic Progress

Categories	Frequency	Percent	Cumulative Percent
Never	5	1.7	1.7
Some time	87	29.0	30.7
Always	208	69.3	100.0
Total	300	100.0	

Table 4.44 represents about the faculty provide timely feedback about academic progress, majority of (69.3 %) respondents were always faculty provide timely feedback about academic progress in community college.

Table 4.45 Distribution of Respondents on the basis of Again Joins the Community College

Categories	**Frequency**	**Percent**	**Cumulative Percent**
Yes	146	48.7	100.0
May be	112	37.3	51.3
Don't know	33	11.0	14.0
No	9	3.0	3.0
Total	300	100.0	

Table 4.45 shows about the respondents were again want to enrolled in community college, majority of (48.7%) respondents were willing for again enrolled in community college.

To Test the Hypothesis

H0: there is no significant difference among means of the various credit hours and stressors.

Table 4.46 Distribution of Respondents Credit Hours on the basis of Stressors

Descriptive									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Academic stress	6 Credit	30	1.2481	.25217	.04604	1.1540	1.3423	1.00	1.78
	24 Credit	70	1.8079	.37783	.04516	1.7178	1.8980	1.11	2.67
	48 Credit	200	1.7178	.50873	.03597	1.6468	1.7887	1.00	4.11
	Total	300	1.6919	.48447	.02797	1.6368	1.7469	1.00	4.11
Course stress	6 Credit	30	1.6875	.42007	.07669	1.5306	1.8444	1.00	2.63
	24 Credit	70	1.7857	.32355	.03867	1.7086	1.8629	1.13	2.75
	48 Credit	200	1.6381	.42466	.03003	1.5789	1.6973	1.00	2.88
	Total	300	1.6775	.40631	.02346	1.6313	1.7237	1.00	2.88
Self stress	6 Credit	30	1.3250	.32761	.05981	1.2027	1.4473	1.00	2.25
	24 Credit	70	1.7964	.35748	.04273	1.7112	1.8817	1.13	2.75
	48 Credit	200	1.5690	.41041	.02902	1.5118	1.6262	1.00	3.25
	Total	300	1.5977	.41141	.02375	1.5509	1.6444	1.00	3.25
Group stress	6 Credit	30	1.4741	.33389	.06096	1.3494	1.5987	1.00	2.33
	24 Credit	70	1.7079	.44088	.05269	1.6028	1.8131	1.00	3.56
	48 Credit	200	1.5233	.39123	.02766	1.4688	1.5779	1.00	3.00
	Total	300	1.5615	.40534	.02340	1.5154	1.6075	1.00	3.56

ANOVA						
		Sum of Squares	DF	Mean Square	F	Sig.
Academic stress	Between Groups	6.984	2	3.492	16.411*	.000
	Within Groups	63.196	297	.213		
	Total	70.180	299			
Course stress	Between Groups	1.133	2	.566	3.488*	.032
	Within Groups	48.228	297	.162		
	Total	49.361	299			
Self stress	Between Groups	5.160	2	2.580	16.860*	.000
	Within Groups	45.449	297	.153		
	Total	50.609	299			
Group stress	Between Groups	2.022	2	1.011	6.374*	.002
	Within Groups	47.104	297	.159		
	Total	49.125	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 16.411 for academic stress and P value is .000; F value is 3.488 for course stress and P value is .032; F value is 16.860 for self stress and P value is .000 and F value is 6.374 for academic stress and P value is .002. On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various credit hours students and stressors.

In other words, it can be said that the students with different credit hours feel the stress differently i. e. the less credit hours students feel less stress and vice versa.

H0: there is no significant difference among means of the various programmes and stressors of students

Table 4.47 Distribution of Respondents of the various Programmes on the basis of Stressors of Students

Descriptive									
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Academic stress	Certificate	30	1.2481	.25217	.04604	1.1540	1.3423	1.00	1.78
	Diploma	70	1.8079	.37783	.04516	1.7178	1.8980	1.11	2.67
	Advance diploma	200	1.7178	.50873	.03597	1.6468	1.7887	1.00	4.11
	Total	300	1.6919	.48447	.02797	1.6368	1.7469	1.00	4.11
Course stress	Certificate	30	1.6875	.42007	.07669	1.5306	1.8444	1.00	2.63
	Diploma	70	1.7857	.32355	.03867	1.7086	1.8629	1.13	2.75
	Advance diploma	200	1.6381	.42466	.03003	1.5789	1.6973	1.00	2.88
	Total	300	1.6775	.40631	.02346	1.6313	1.7237	1.00	2.88
Self stress	Certificate	30	1.3250	.32761	.05981	1.2027	1.4473	1.00	2.25
	Diploma	70	1.7964	.35748	.04273	1.7112	1.8817	1.13	2.75
	Advance diploma	200	1.5690	.41041	.02902	1.5118	1.6262	1.00	3.25
	Total	300	1.5977	.41141	.02375	1.5509	1.6444	1.00	3.25
Group stress	Certificate	30	1.4741	.33389	.06096	1.3494	1.5987	1.00	2.33
	Diploma	70	1.7079	.44088	.05269	1.6028	1.8131	1.00	3.56
	Advance diploma	200	1.5233	.39123	.02766	1.4688	1.5779	1.00	3.00
	Total	300	1.5615	.40534	.02340	1.5154	1.6075	1.00	3.56

ANOVA						
		Sum of Squares	DF	Mean Square	F	Sig.
Academic stress	Between Groups	6.984	2	3.492	16.411*	.000
	Within Groups	63.196	297	.213		
	Total	70.180	299			
Course stress	Between Groups	1.133	2	.566	3.488*	.032
	Within Groups	48.228	297	.162		
	Total	49.361	299			
Self stress	Between Groups	5.160	2	2.580	16.860*	.000
	Within Groups	45.449	297	.153		
	Total	50.609	299			
Group Stress	Between Groups	2.022	2	1.011	6.374*	.002
	Within Groups	47.104	297	.159		
	Total	49.125	299			

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 16.411 for academic stress and P value is .000; F value is 3.488 for course stress and P value is .032; F value is 16.860 for self stress and P value is .000 and F value is 6.374 for academic stress and P value is .002. On the basis of p value, which is less than 0.05 in all the cases, the null hypothesis is rejected and alternate hypothesis is accepted that is there is significant difference among means of the various programme students and stressors.

In other words, it can be said that the students with different course programme feel the stress differently.

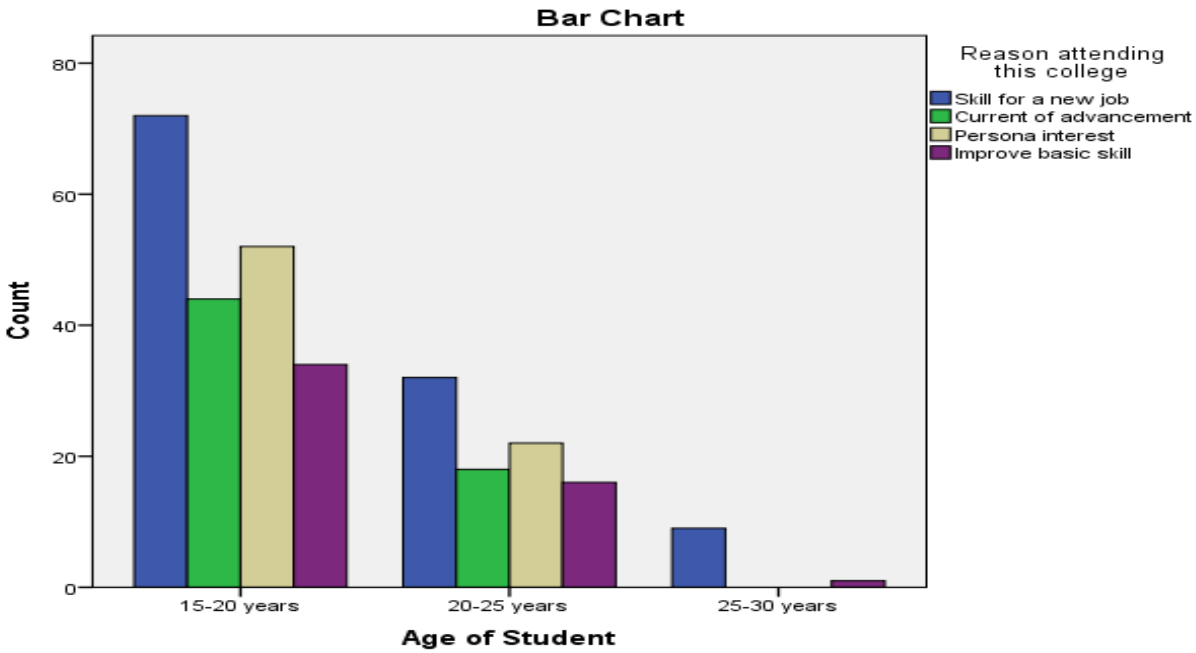

Chart 4.20 Age of Respondents with the Attributes of reasons of attending the Community College

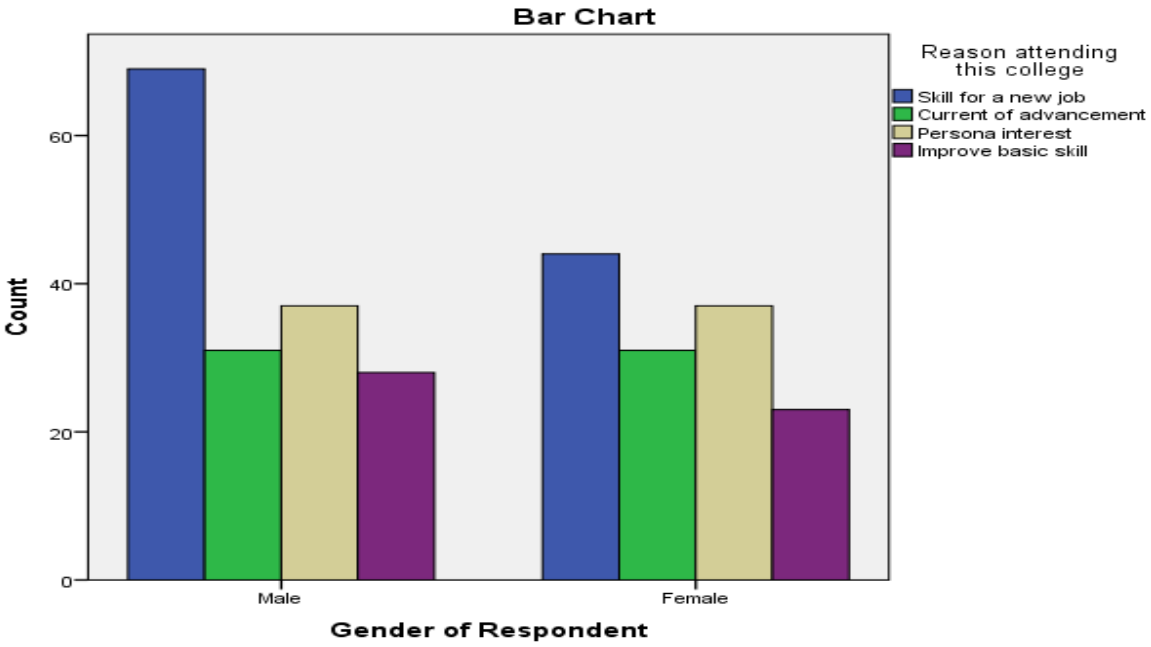

Chart 4.21 Reasons of attending the Community College with attributes of Gender

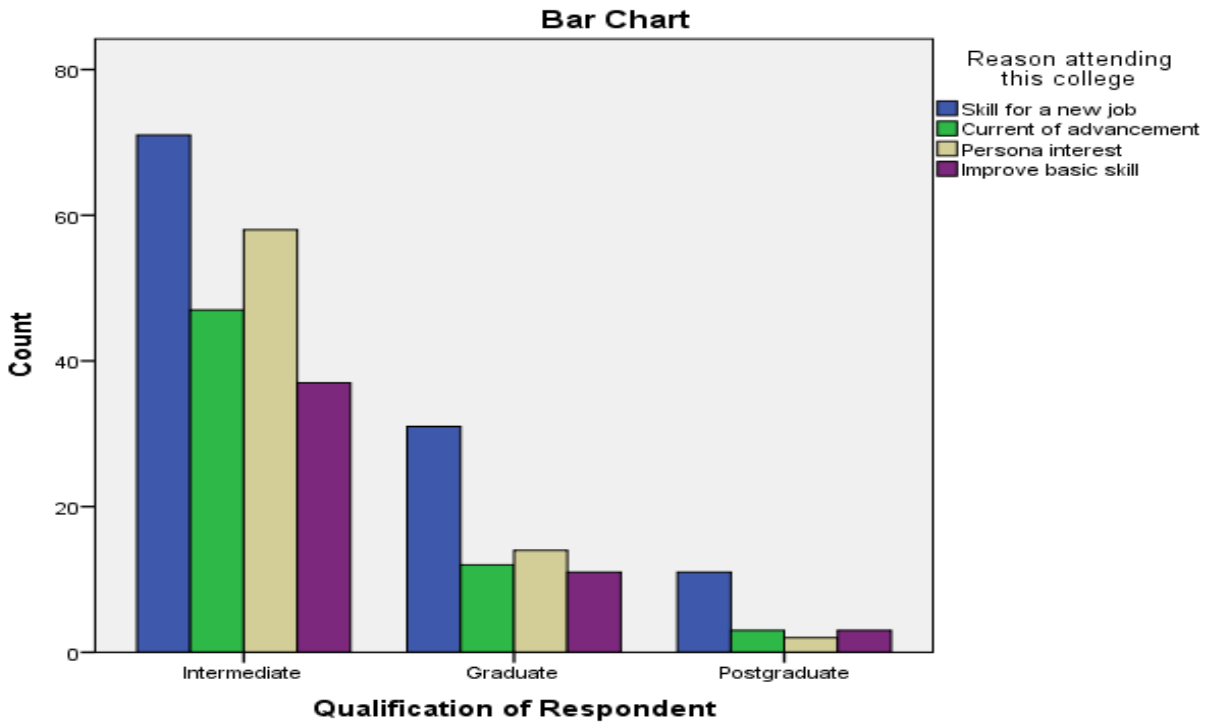

Chart 4.22 Reasons of attending the Community College with attributes of Educational Qualification

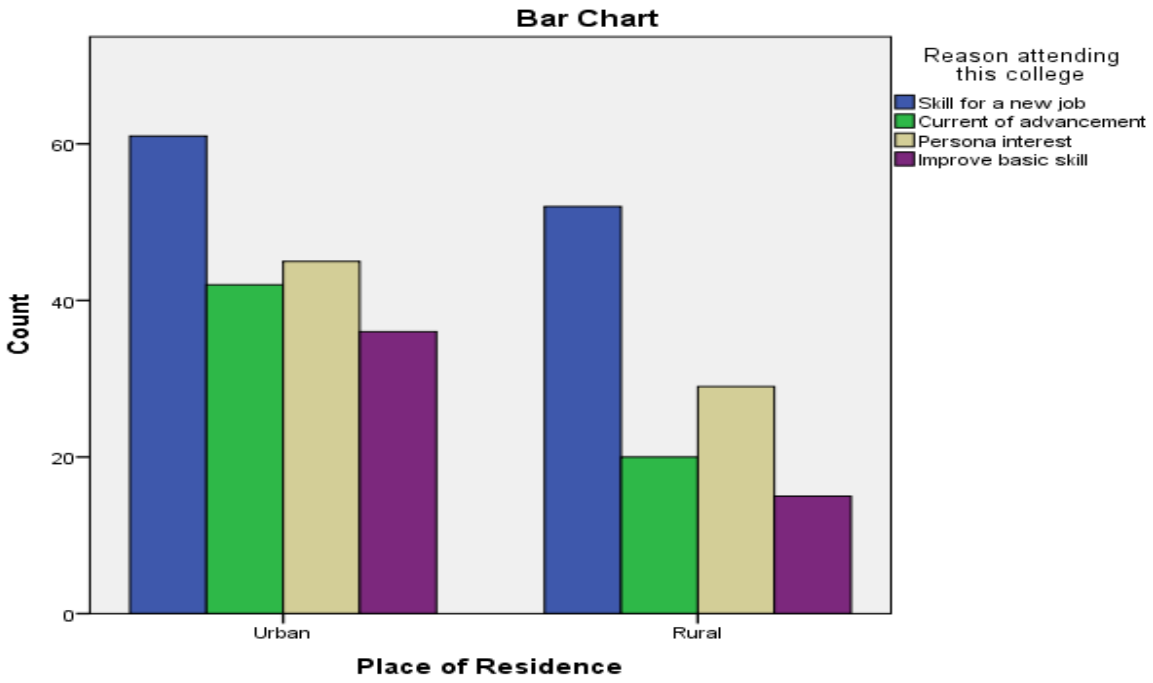

Chart 4.23 Reasons of attending the Community College with attributes of area of Residence

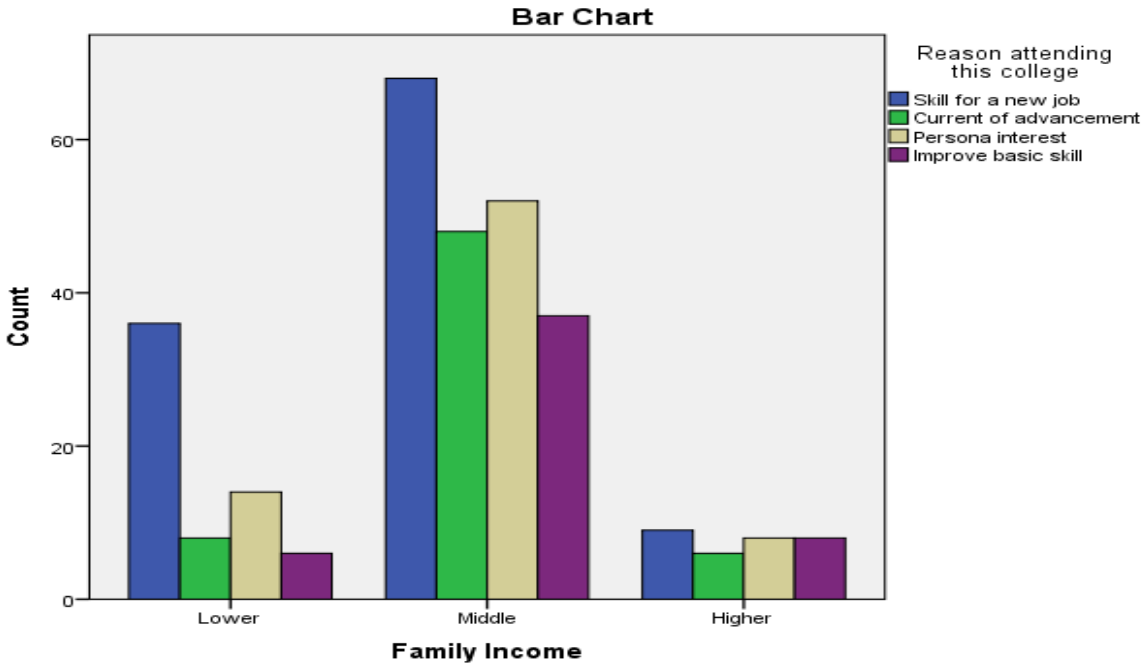

Chart 4.24 Reasons of attending the Community College with attributes of Economic Status

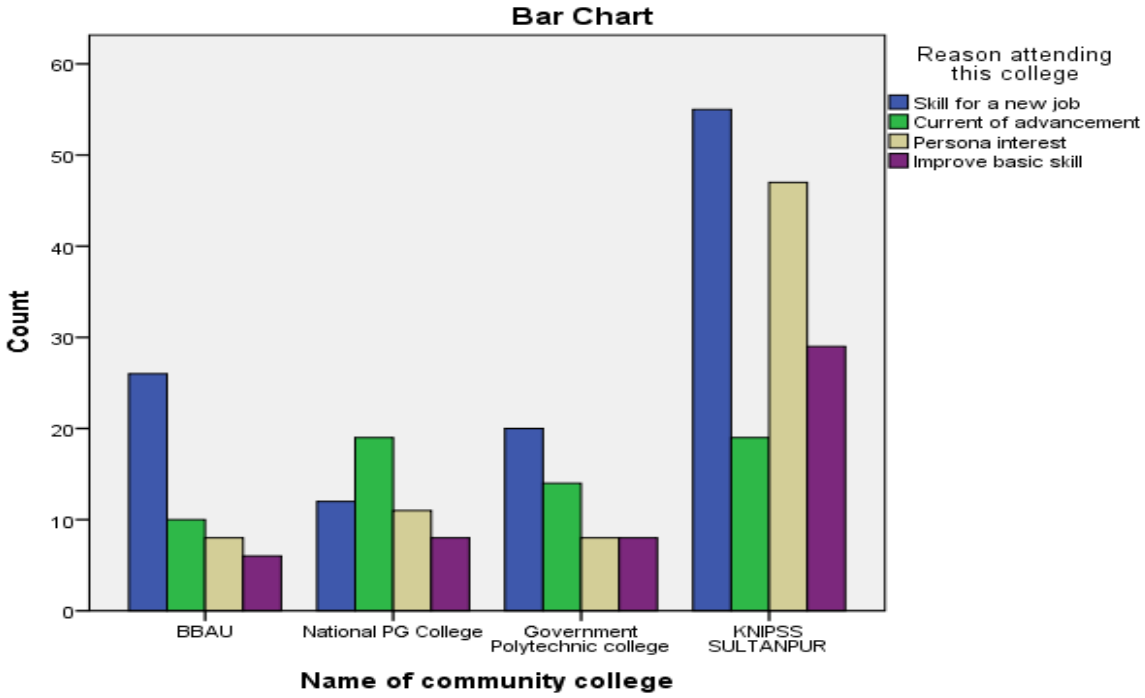

Chart 4.25 Distribution of Respondents with attributes of Reasons of attending the Community College

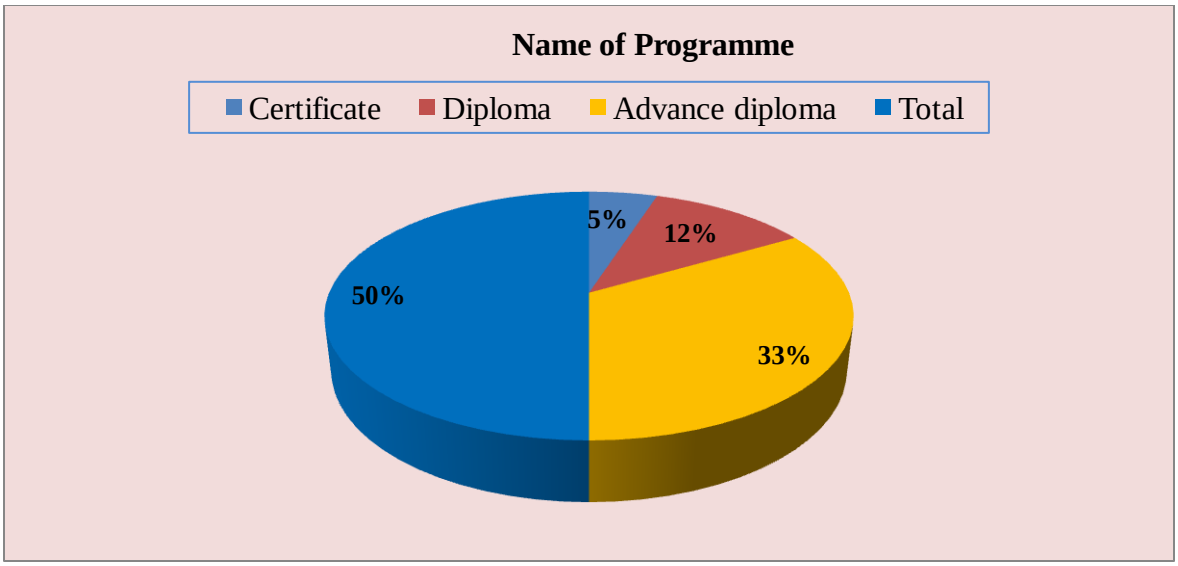

Chart 4.26 Distribution of Respondents with attributes of various progamme of attending the Community College

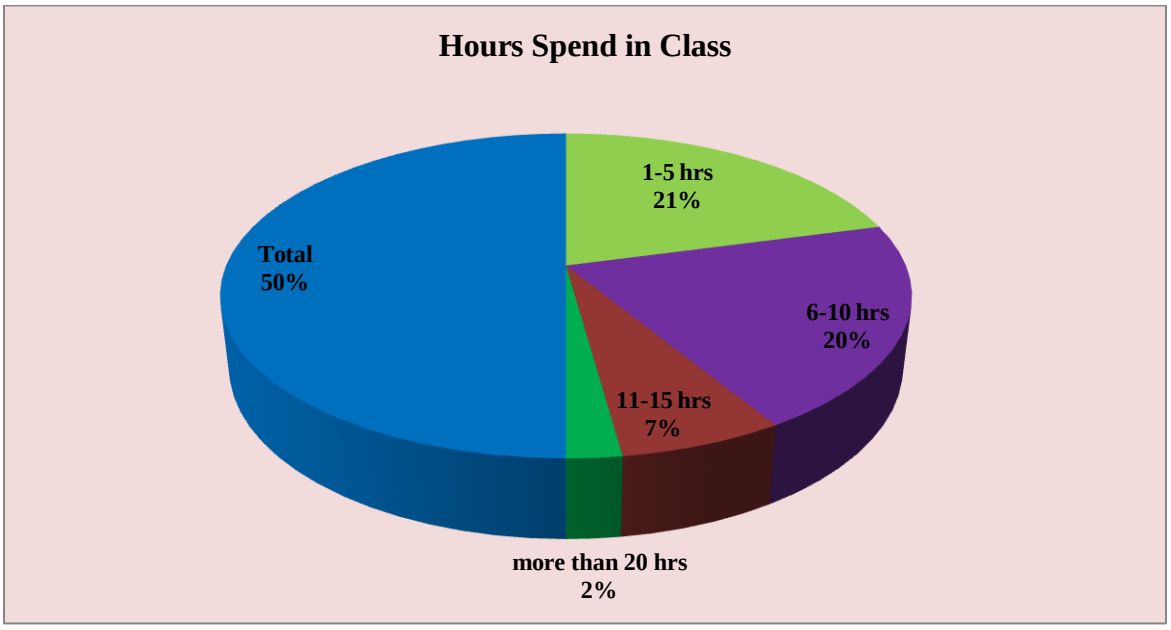

Chart 4.27 Distribution of Respondents with attributes of Hours spend in Class

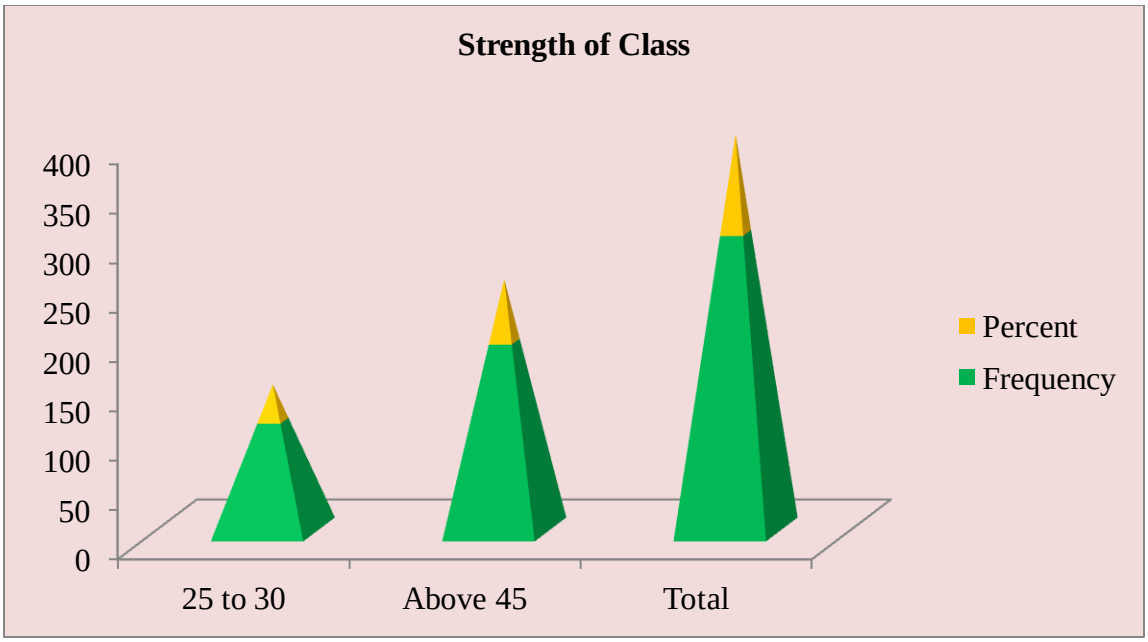

Chart 4.28 Distribution of Respondents with attributes of Strength of Class

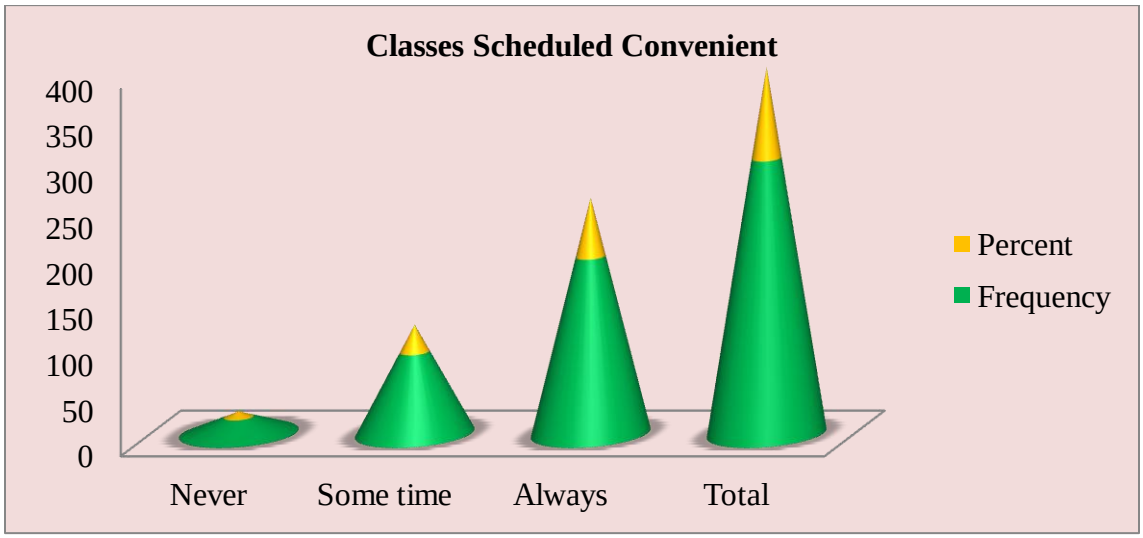

Chart 4.29 Distribution of Respondents with attributes of Classes Scheduled Convenient

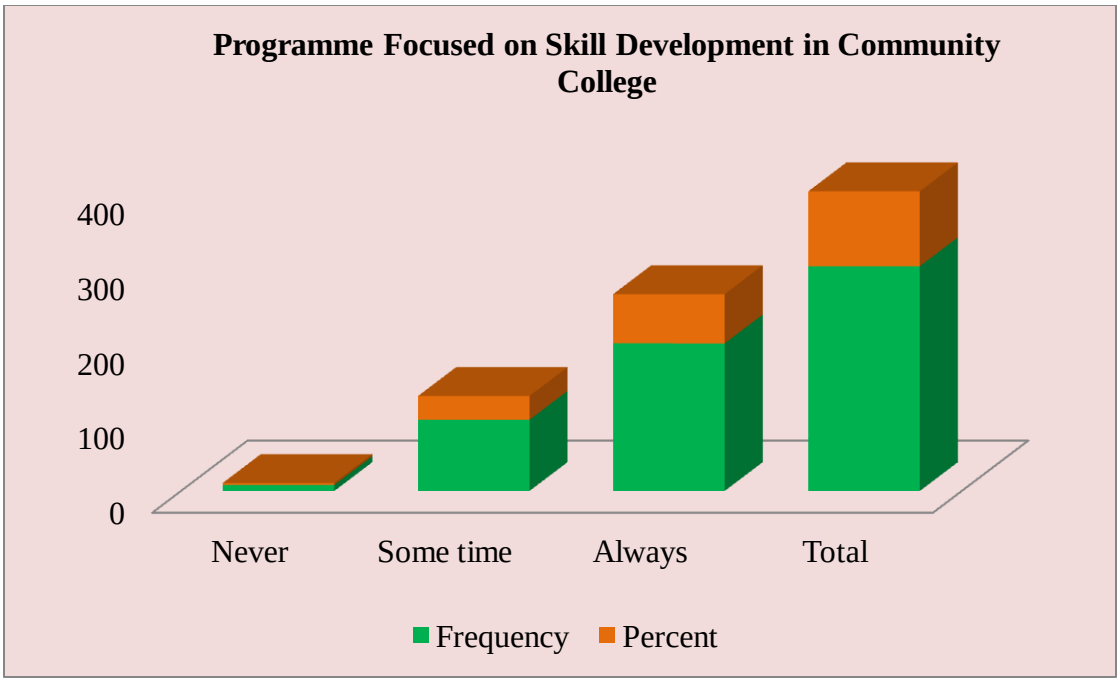

Chart 4.30 Programme focused on skill Development in Community College

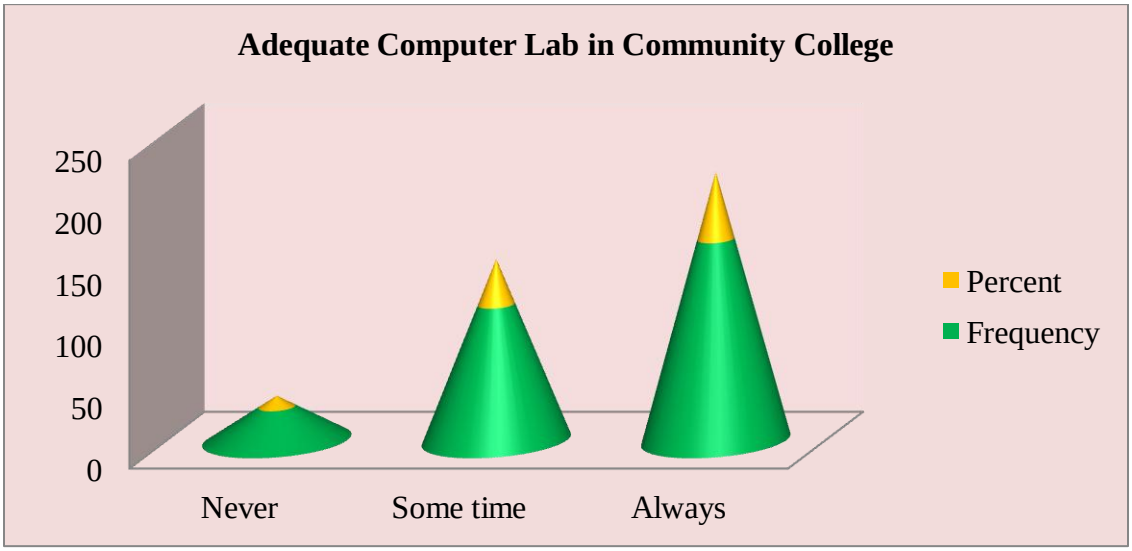

Chart 4.31 Adequate Computer lab in the Community College

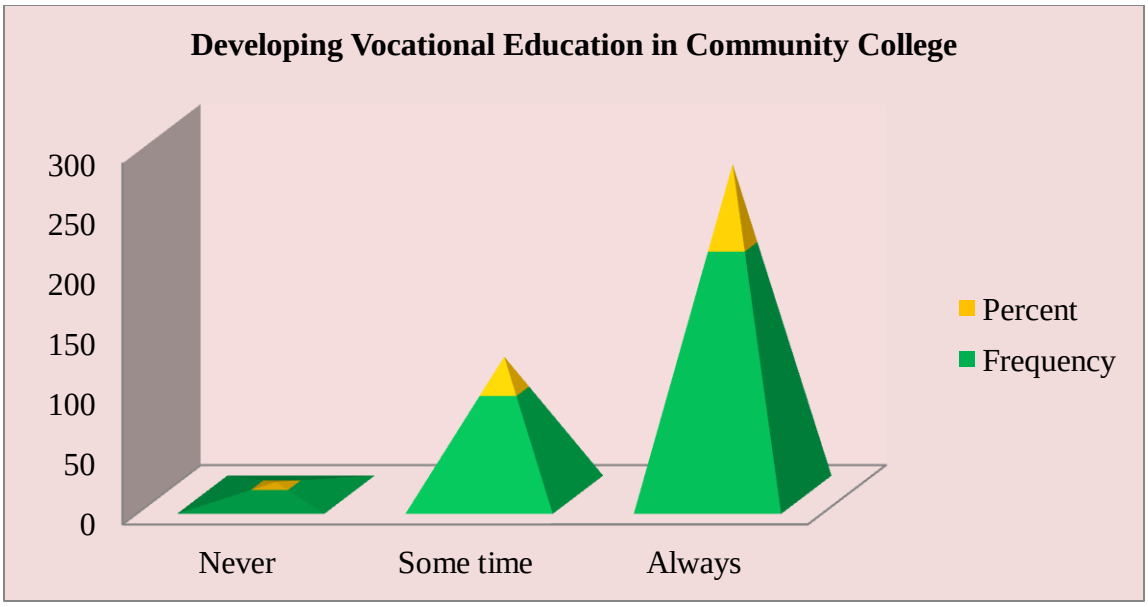

Chart 4.32 Developing Vocational Educations in Community College

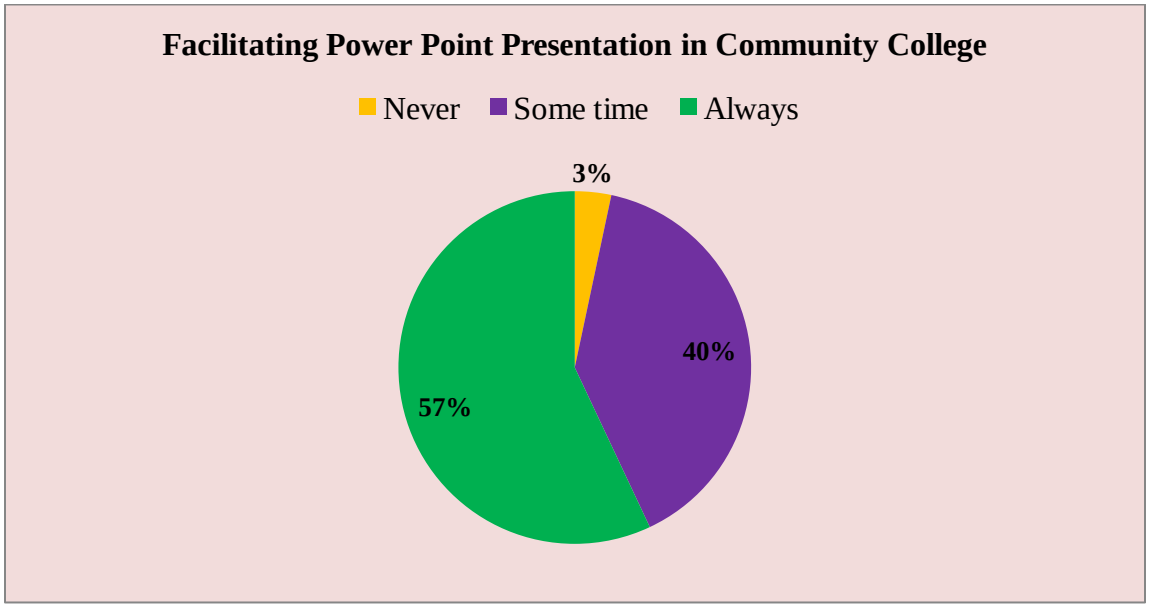

Chart 4.33 Facilitating Power Point Presentation in Community College

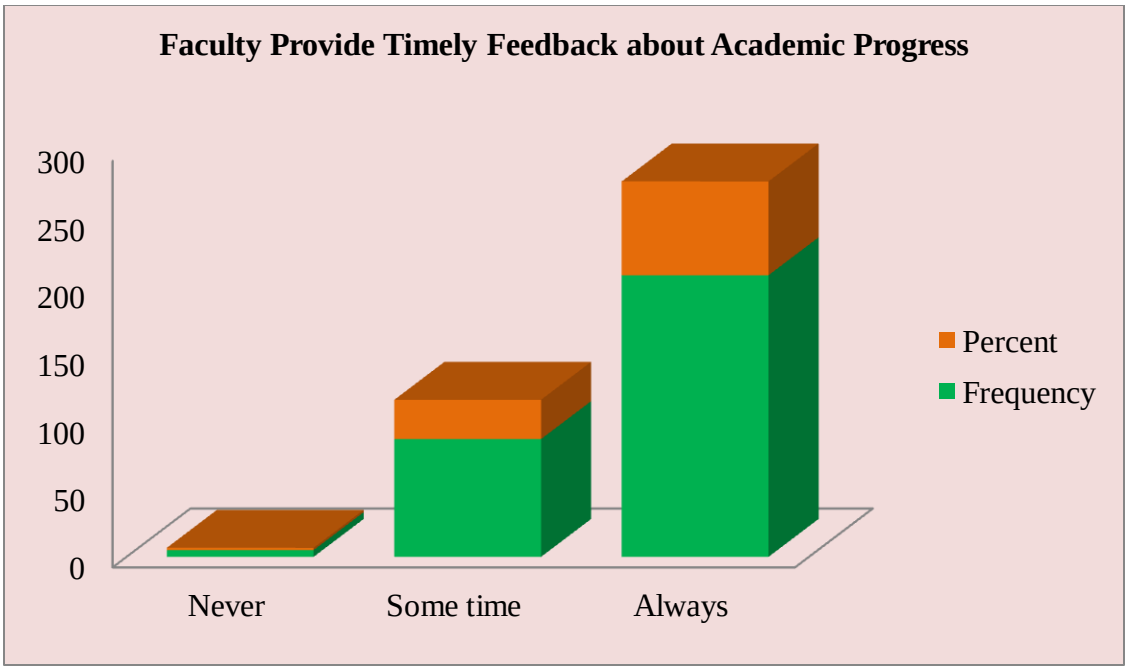

Chart 4.34 Faculty provide timely Feedback about Academic Progress

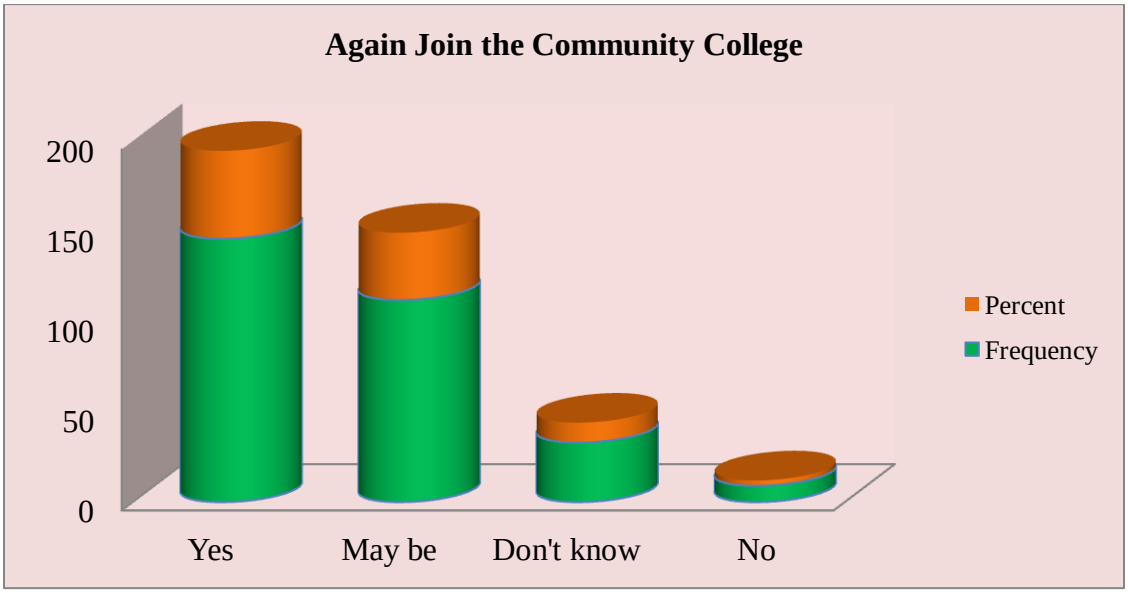

Chart 4.35 Again Join the Community College

MEANS PLOTS

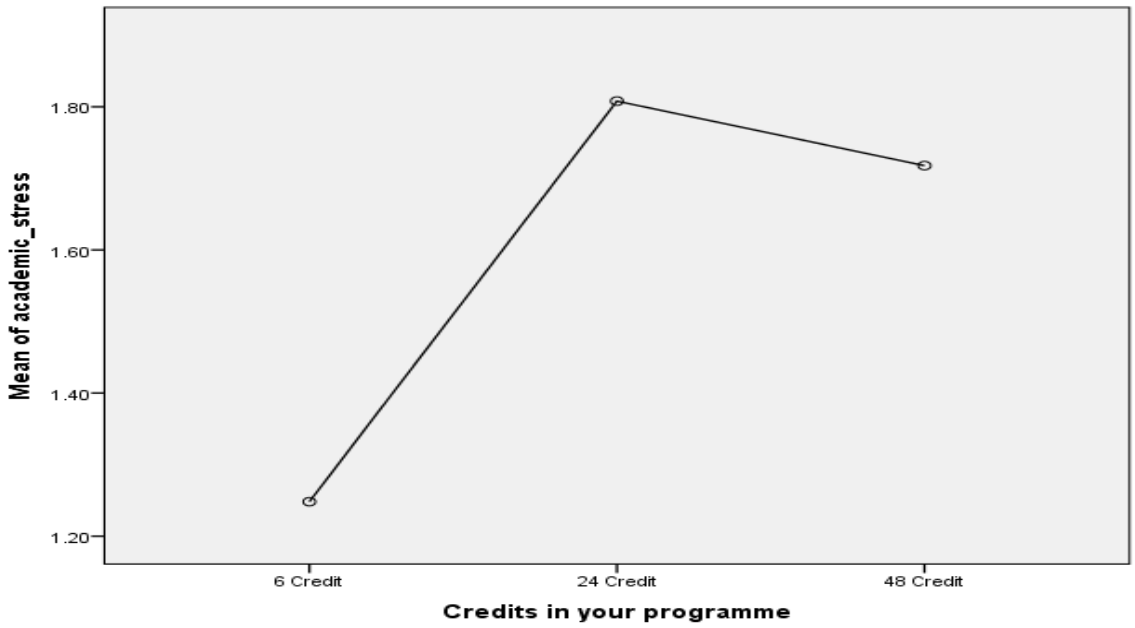

Chart 4.36 Credit Programme of Community College with the Academic Stress

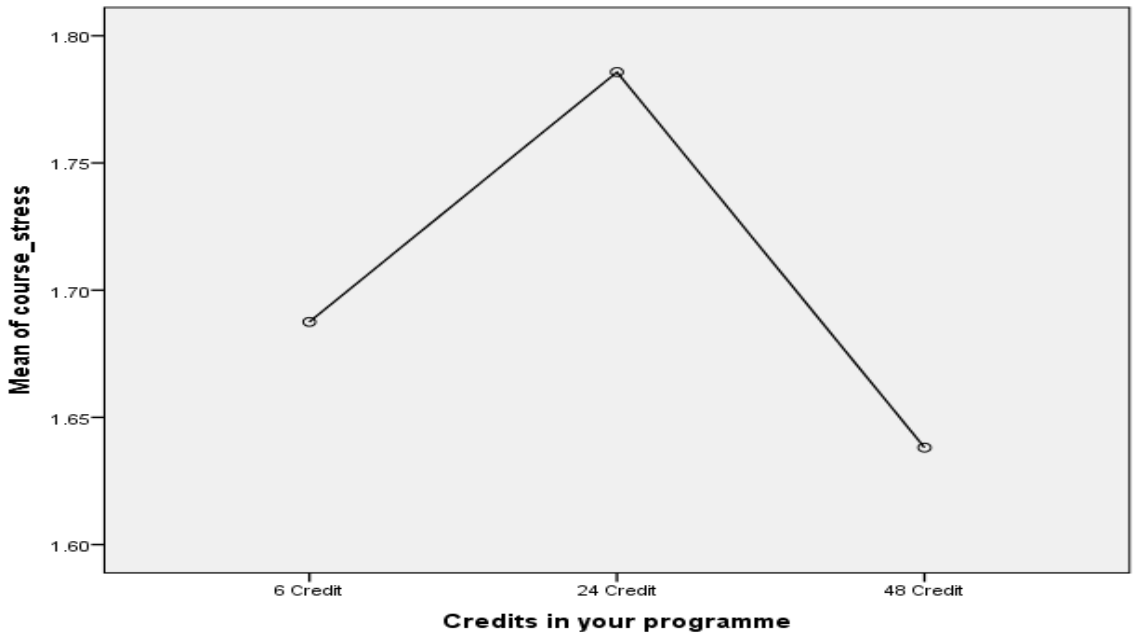

Chart 4.37 Credit Programme of Community College with attributes of Course Stress

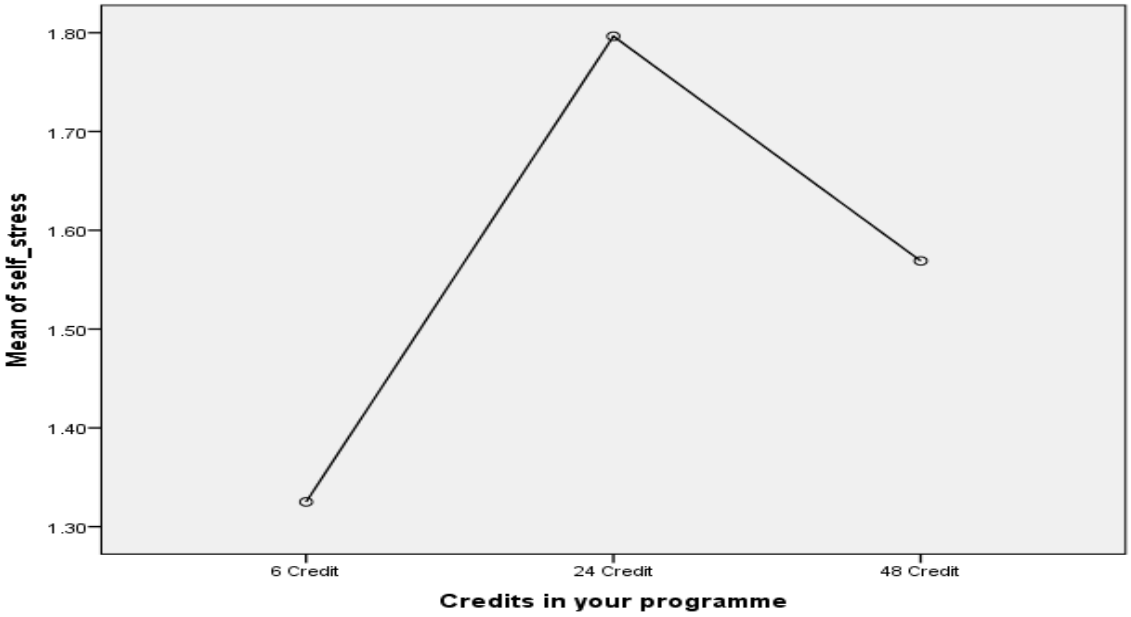

Chart 4.38 Credit Programme of Community College with the attributes of Self Stress

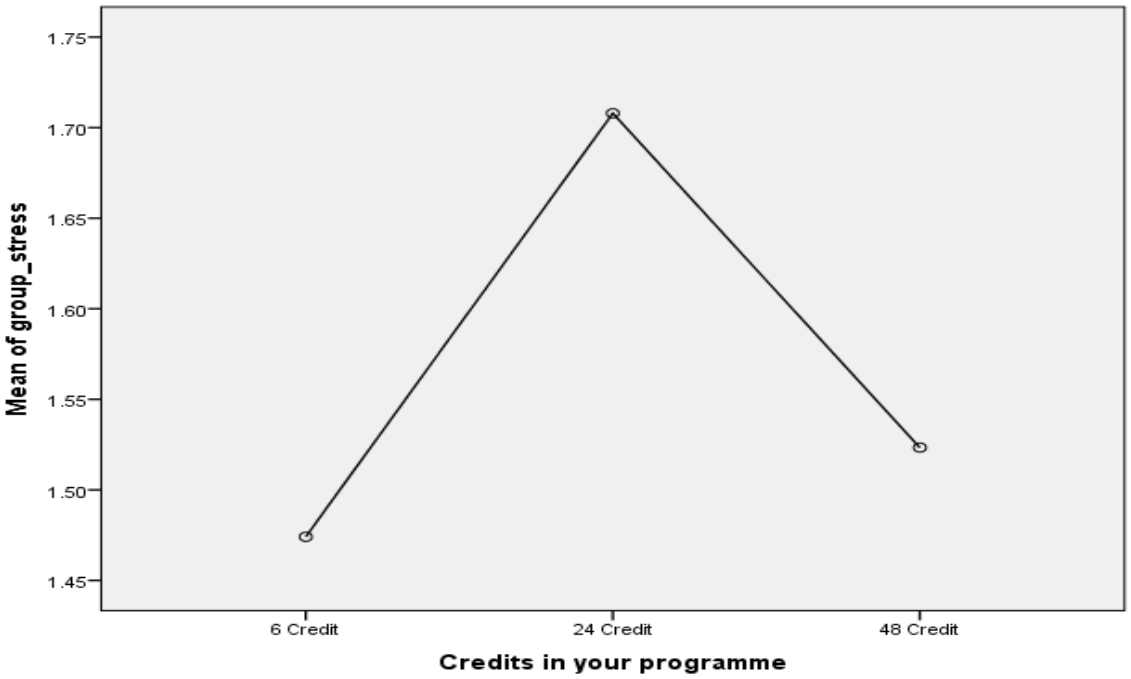

Chart 4.39 Credit Programme of Community College with the attributes of Group Stress

MEANS PLOT

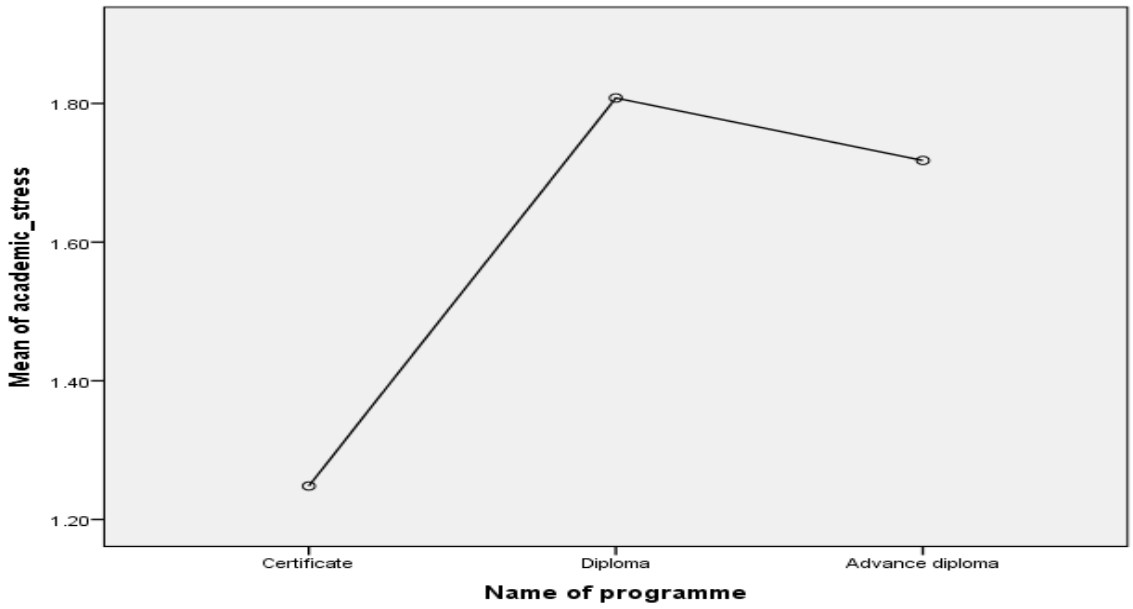

Chart 4.40 Various Programme of Community College with the attributes of Academic Stress

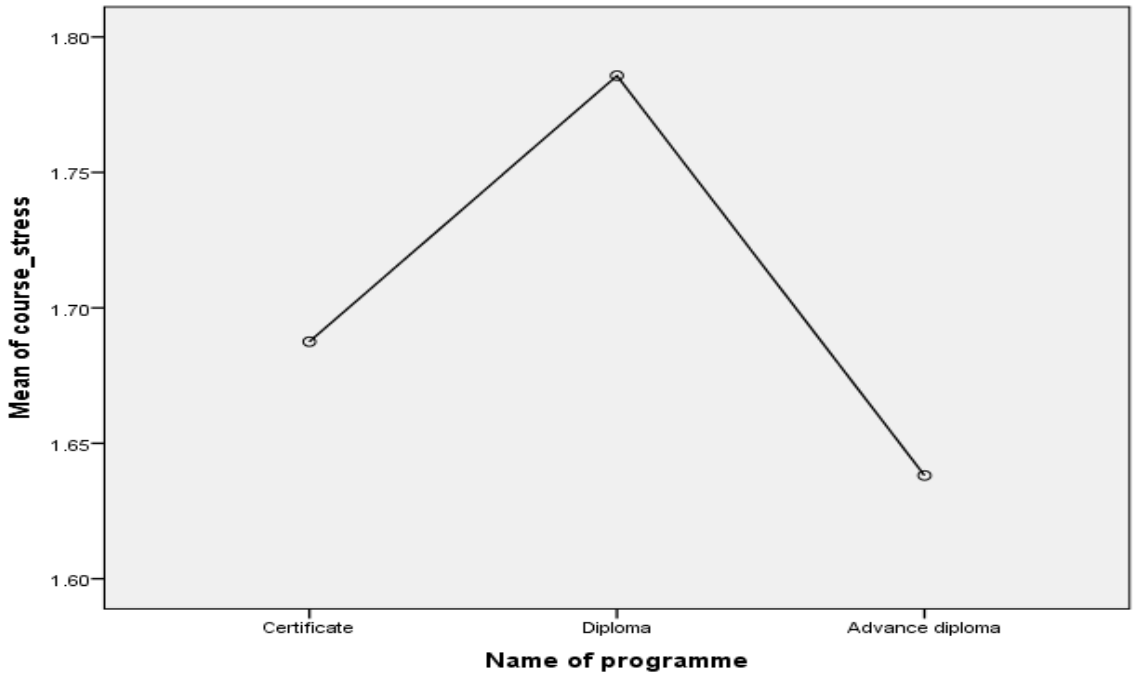

Chart 4.41 Various Programme of Community College with the attributes of Course Stress

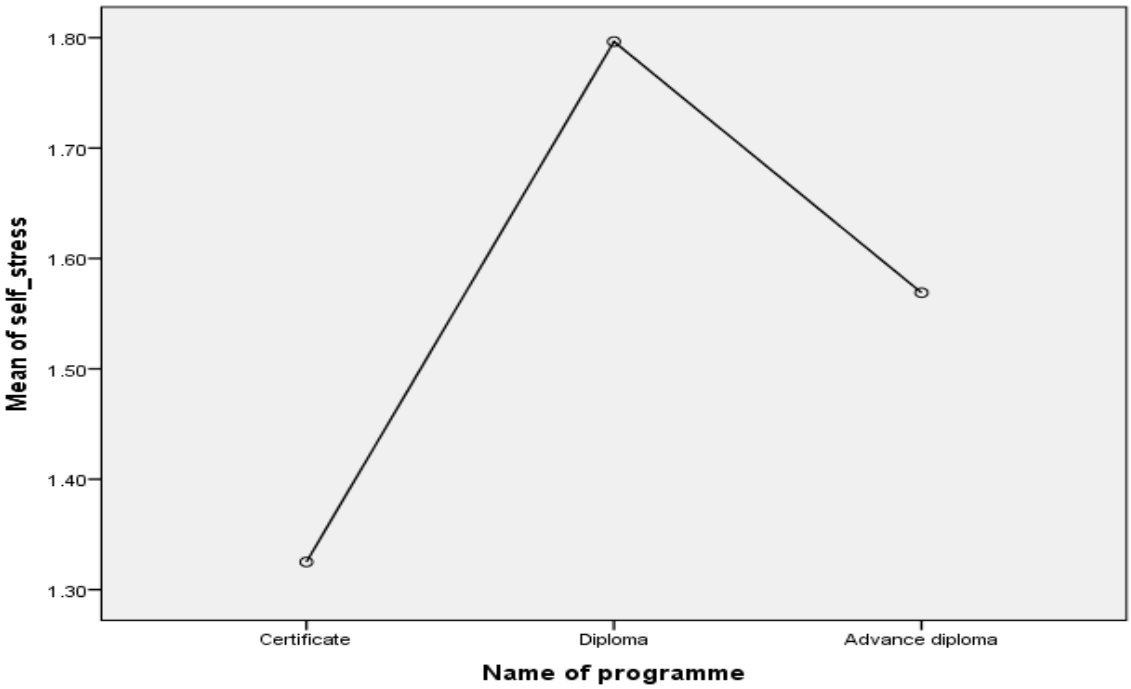

Chart 4.42 Various Programme of Community College with the attributes of Self Stress

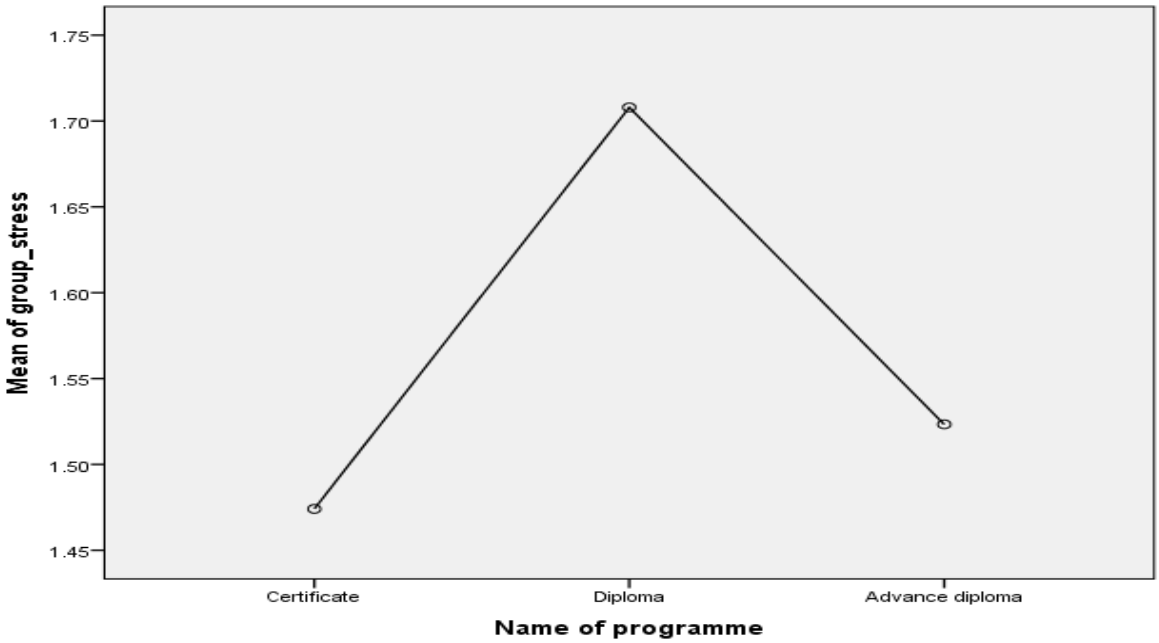

Chart 4.43 Various Programme of Community College with the attributes of Group Stress

Objective 3.To study the Learning Outcomes and Success among the Community College Student.

Learning Outcomes and Success

Table 4.48 Distribution of Respondents according to Acquiring Knowledge for Specific Job

Categories	Frequency	Percent	Cumulative Percent
Disagree	7	2.3	2.3
Undecided	15	5.0	7.3
Agree	217	72.3	79.7
Strongly agree	61	20.3	100.0
Total	300	100.0	

Table 4.48 represents the acquiring knowledge for specific job; majority of (72.3%) respondents had acquiring knowledge and skill applicable to a specific job or type of work in community college.

Table 4.49 Distribution of Respondents according to Gaining Information Career Opportunities

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	4	1.3	1.3
Disagree	1	.3	1.7
Undecided	10	3.3	5.0
Agree	226	75.3	80.3
Strongly agree	59	19.7	100.0
Total	300	100.0	

Table 4.49 shows that the gaining information career opportunities, majority of (75.3%) respondents had gaining information about career opportunities in community college.

Table 4.50 Distribution of Respondents on the basis of Developing Clearer Career Goal

Categories	Frequency	Percent	Cumulative Percent
Disagree	4	1.3	1.3
Undecided	21	7.0	8.3
Agree	196	65.3	73.7
Strongly agree	79	26.3	100.0
Total	300	100.0	

Table 4.50 indicates that the developing clearer career goal, majority of (65.3%) respondents had developing clearer career goal in community college.

Table 4.51 Classification of Respondents according to becoming Acquainted different Fields of Knowledge

Categories	Frequency	Percent	Cumulative Percent
Disagree	5	1.7	2.0
Undecided	29	9.7	11.7
Agree	196	65.3	77.0
Strongly agree	69	23.0	100.0
Total	300	100.0	

Table.4.51 shows that the becoming acquainted different fields of knowledge; majority of (65.3%) respondents had becoming acquainted with different fields of knowledge in community college.

Table 4.52 Distribution of Respondents according to Diagnose Problem without having to consult

Categories	Frequency	Percent	Cumulative Percent
Disagree	17	5.7	5.7
Undecided	35	11.7	17.3
Agree	198	66.0	83.3
Strongly agree	50	16.7	100.0
Total	300	100.0	

Table 4.52 indicates that the majority of (66.0%) respondents were agreed to diagnose their problem without having to consult.

Table 4.53 Distribution of Respondents according to Apply skill Job Situation in Outside

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	1	.3	.3
Disagree	3	1.0	1.3
Undecided	33	11.0	12.3
Agree	180	60.0	72.3
Strongly agree	83	27.7	100.0
Total	300	100.0	

Table 4.53 represents that apply the skill job situation in outside majority of (60.0%) respondents were applying the skills learned in community college to a job situation outside of class.

Table 4.54 Distribution of Respondents according to Practice Procedure without Supervision

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	2	.7	.7
Disagree	15	5.0	5.7
Undecided	27	9.0	14.7
Agree	200	66.7	81.3
Strongly agree	56	18.7	100.0
Total	300	100.0	

Table 4.54 shows the practice procedure without supervision, majority of (66.0%) respondents had agreed to the practice procedure without supervision.

Table 4.55 Classification of Respondents according to Presenting Ideas and Information Effectively in Speaking to Other

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	2	.7	.7
Disagree	7	2.3	3.0
Undecided	72	24.0	27.0
Agree	183	61.0	88.0
Strongly agree	36	12.0	100.0
Total	300	100.0	

Table 4.55 shows that the presenting ideas and information effectively in speaking to other, majority of (61.0%) respondents were agree to present ideas and information effectively in speaking to other.

Table 4.56 Distribution of Respondents according to Developing abilities understand to another Language

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	3	1.0	1.0
Disagree	9	3.0	4.0
Undecided	40	13.3	17.3
Agree	209	69.7	87.0
Strongly agree	39	13.0	100.0
Total	300	100.0	

Table 4.56 shows the distribution of respondents according to developing abilities understand another language, majority of (69.7%) respondents had developing abilities to the understand another language.

Table 4.57 Distribution of Respondents according to Understanding of Yourself Abilities and Interest

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	1	.3	.3
Disagree	8	2.7	3.0
Undecided	20	6.7	9.7
Agree	207	69.0	78.7
Strongly agree	64	21.3	100.0
Total	300	100.0	

Table 4.57 represents that distribution of respondents according to understanding of yourself abilities and interest, majority of (69.0%) respondents understood himself abilities and interest.

Table 4.58 Classification of Respondents according to Talk Instructor about Current Events Campus Activities

Categories	Frequency	Percent	Cumulative Percent
Strongly disagree	2	.7	.7
Disagree	11	3.7	4.3
Undecided	40	13.3	17.7
Agree	209	69.7	87.3
Strongly agree	38	12.7	100.0
Total	300	100.0	

Table 4.58 shows that the classifications of respondents according to talk instructor about current events campus activities, majority of (69.7%) respondents were talk instructor about current events campus activities in community college.

Table 4.59 Distribution of Respondents according to becoming Clearer own Values and Ethical Standards

Categories	Frequency	Percent	Cumulative Percent
Disagree	2	.7	.7
Undecided	14	4.7	5.3
agree	232	77.3	82.7
Strongly agree	52	17.3	100.0
Total	300	100.0	

Table 4.59 represents that the distribution of respondents according to becoming clearer own values and ethical standards, majority of (69.7%) respondents had clearer own values and ethical standards.

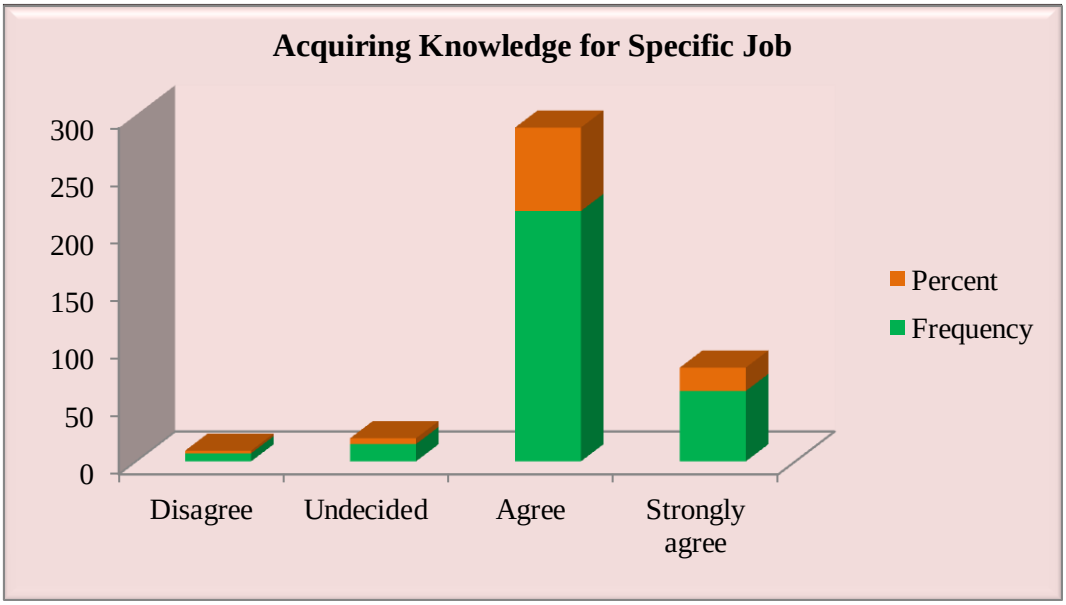

Chart 4.44 Distribution of Respondents according to Acquiring Knowledge for Specific Job

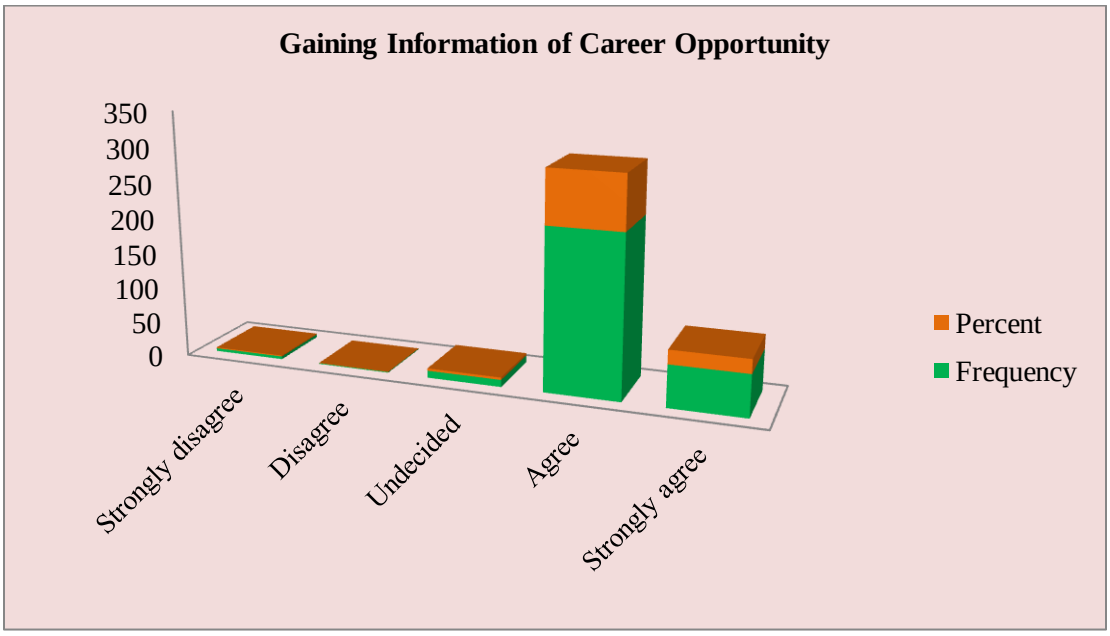

Chart 4.45 Distribution of Respondents according to Career Opportunity

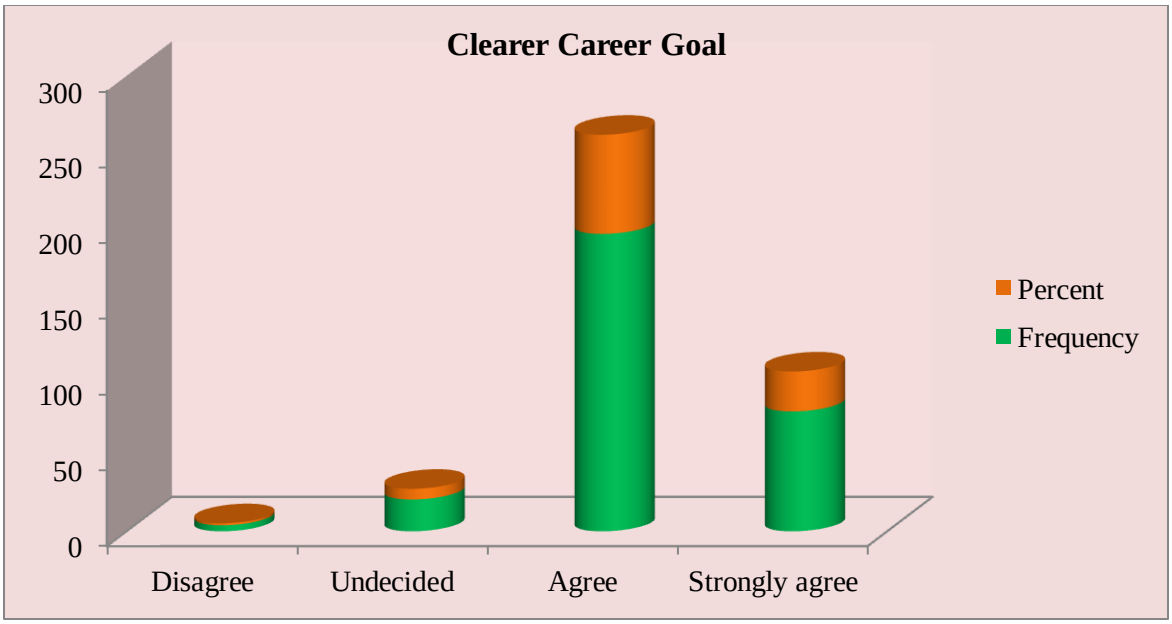

Chart 4.46 Distribution of Respondents according to Clearer Career Goal

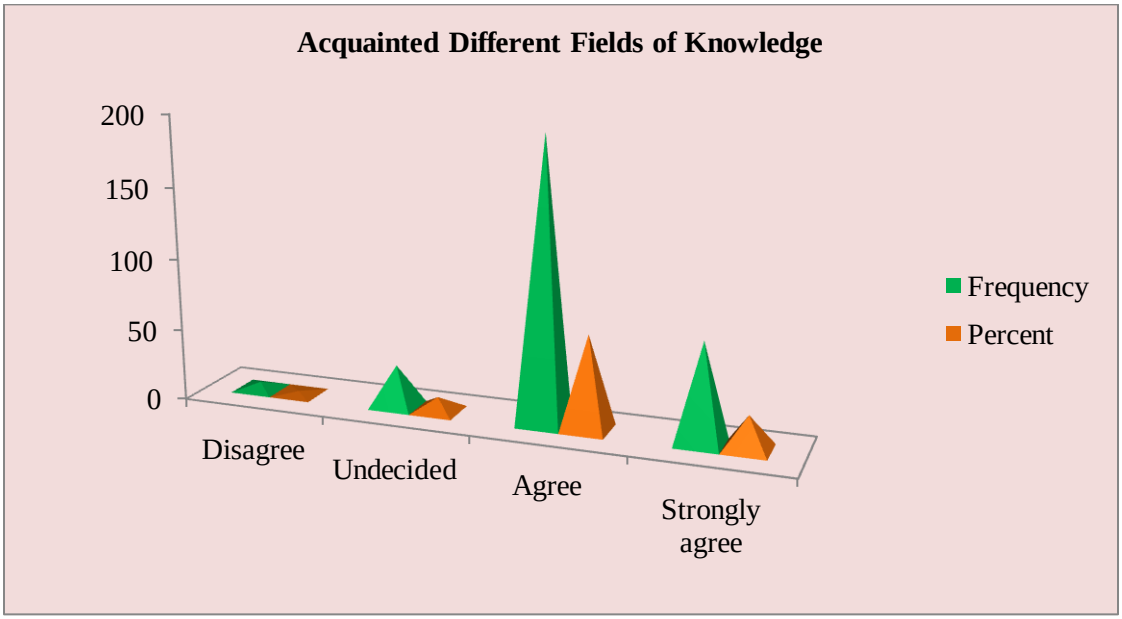

Chart 4.47 Distribution of Respondents according to Acquainted different Fields of Knowledge

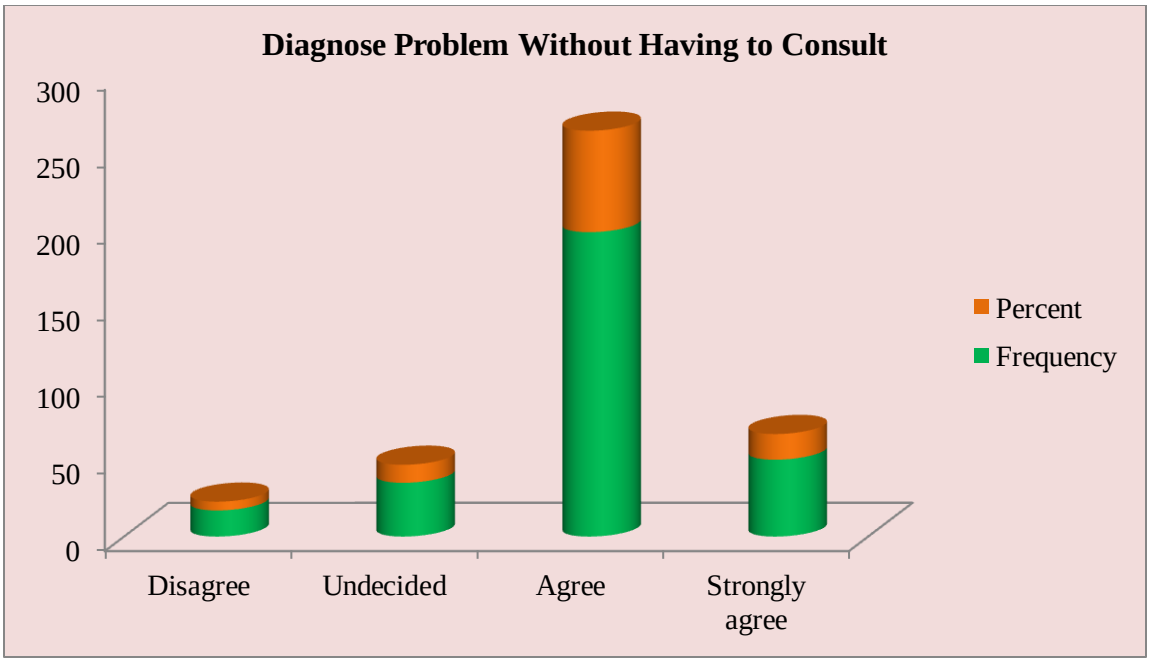

Chart 4.48 Distribution of Respondents according to Diagnose Problem without having to Consult

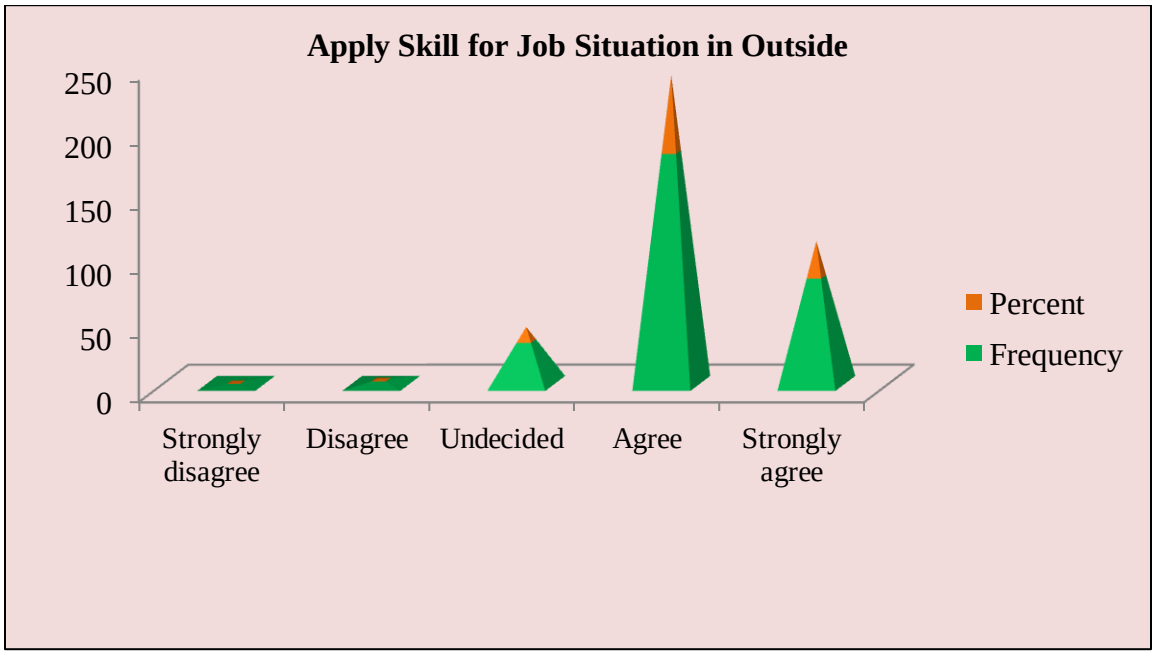

Chart 4.49 Distribution of Respondents according to Apply Skill for Job in Outside

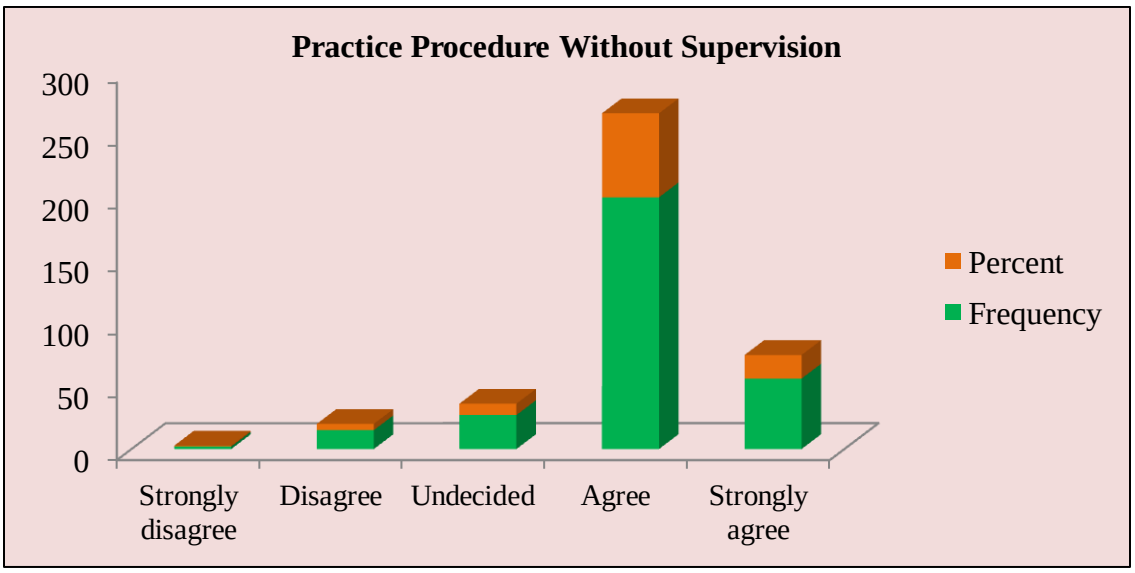

Chart 4.50 Distribution of Respondents according to Practice Procedure without Supervision

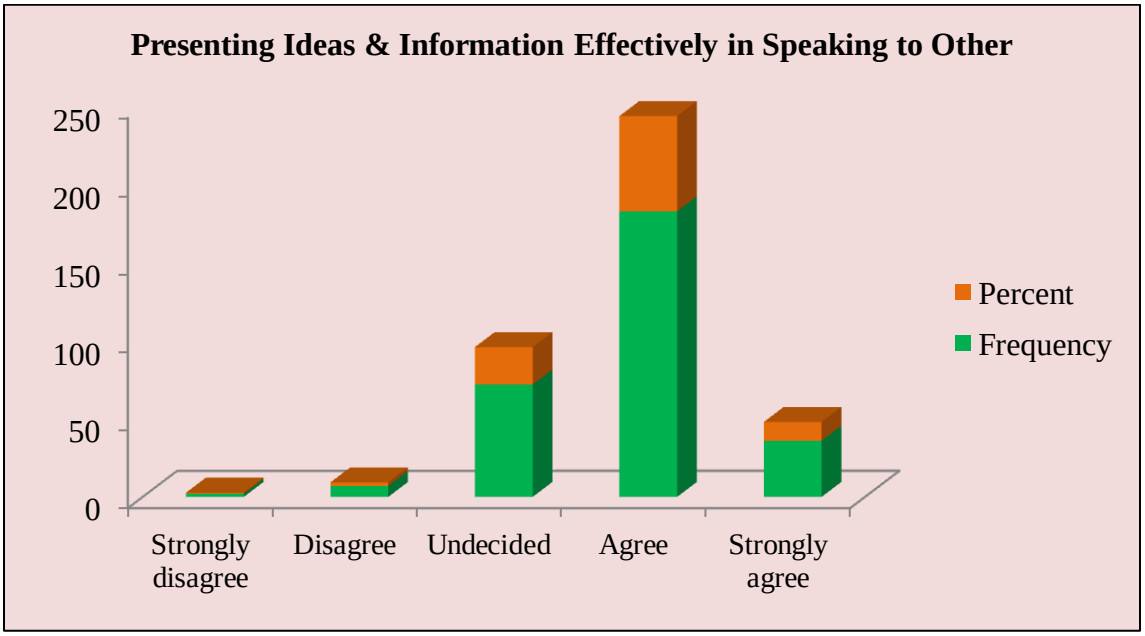

Chart 4.51 Distribution of Respondents according to Speaking to Other

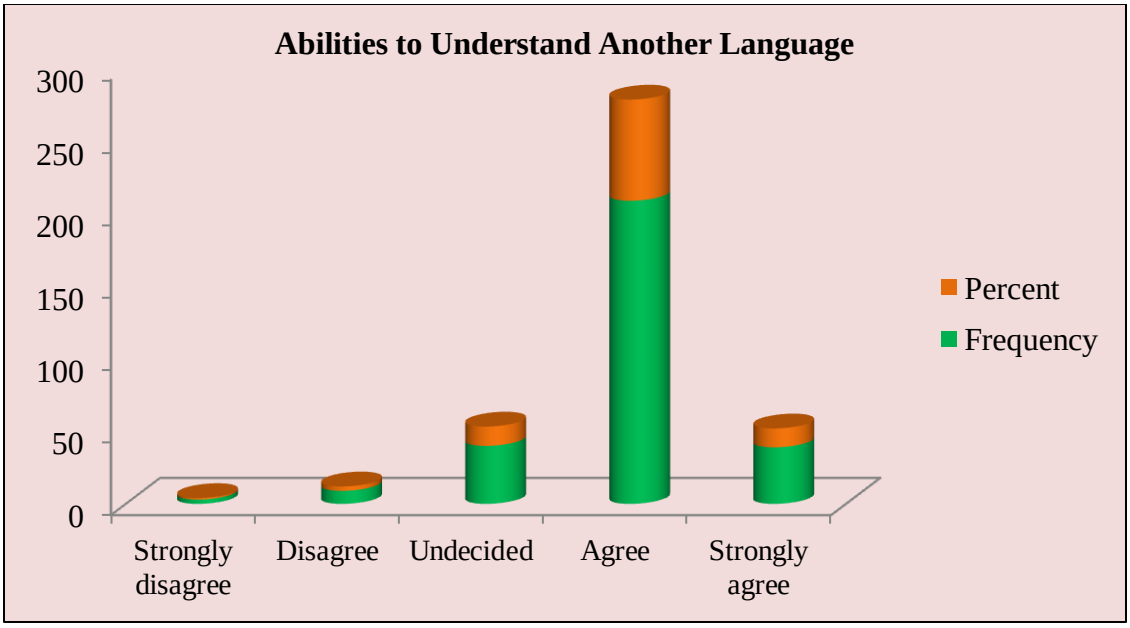

Chart 4.52 Distribution of Respondents according to understand another Language

Chart 4.53 Distribution of Respondents according to Abilities and Interest

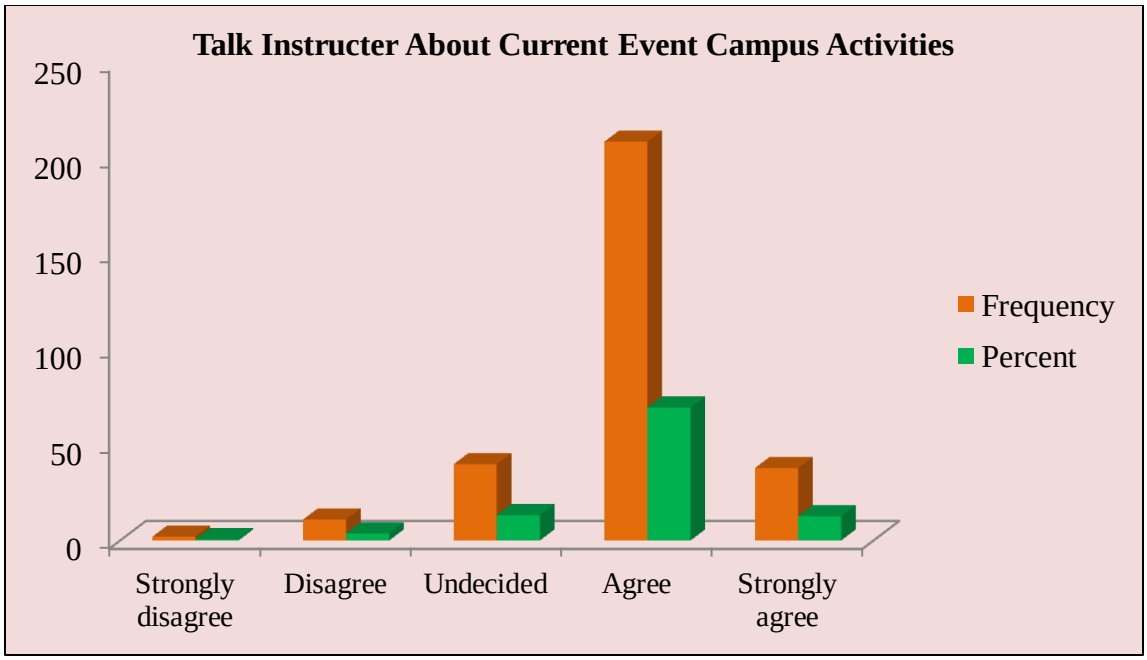

Chart 4.54 Distribution of Respondents according to Campus Activity

Objective 4. To determines the Student Academic Stress of Community College.

Academic Stress with the attributes of Age

Table 4.60 Stress of Homework or Report with attributes of Respondents Age

Age of Student	Homework or Reports will Not Improve					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	116	50	32	3	1	202
20-25 years	50	27	8	3	0	88
25-30 years	5	4	1	0	0	10
Total	171	81	41	6	1	300

Table 4.60 shows that the stress to homework or report, majority of 116 respondents between age group 15-20 years had no stress from homework or report in community college, 50 respondents between age group 20-25 years had no stress and 5 respondents between age group 25-30 years had no stress from homework or report.

Table 4.61 Stress of Performance with attributes of Respondent Age

Age	Performance Was Not as Good as Expected					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	88	94	19	1	0	202
20-25 years	44	35	6	0	3	88
25-30 years	6	3	1	0	0	10
Total	138	132	26	1	3	300

Table 4.61 represents that stress from performance, majority of 94 respondents between age group 15-20 years had slight stress from performance were not good as expected, 44 respondents between age group 20-25 years had no stress and 6 respondents between age group 25-30 years had no stress.

Table 4.62 Stress of Speech or Presentation with the attributes of Respondents Age

Age	Nervous when need to make a Speech or give a Presentation.					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 year	102	70	28	2	0	202
20-25 year	45	31	10	0	2	88
25-30 year	7	2	1	0	0	10
Total	154	103	39	2	2	300

Table 4.62 shows that stress from presentation, majority of 102 respondents between the age group of 15-20 year had no stress from nervousness to make a speech or give a presentation, 45 respondents between age group 20-25 years had no stress and 7 respondents between age group of 25-30 years had no stress from the presentation.

Table 4.63 Stress from many Courses that out of Breath according to Respondents Age

Age	Many Courses That Out of Breath					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	101	81	15	1	4	202
20-25 years	44	33	10	1	0	88
25-30 years	7	3	0	0	0	10
Total	152	117	25	2	4	300

Table.4.63 indicates that the stress from many courses, majority of 101 respondents between the age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 7 respondents between the age group of 25-30 years had no stress from the many courses of community college.

Table 4.64 Stress of Academic and Social Activities with attributes Respondents Age

Age	Difficult to Find a Balance Between Academic and Social Activities					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	97	80	20	5	0	202
20-25 years	48	34	5	0	1	88
25-30 years	7	2	1	0	0	10
Total	152	116	26	5	1	300

Table 4.64 represents that Difficult to find a balance between academic and social activities, majority of 97 respondents between the age group of 15-20 years had no stress, 48 respondents between age group of 20-25 years had no stress and 7 respondents between the age group of 25-30 years had no stress from Difficulties to find a balance between academic and social activities.

Table 4.65 Stress of Social Activities and Student Association with attributes of Respondents Age

Age	Social Activities and Student Association Affect Academic Work				Total
	No stress	Slight stress	Moderate stress	High stress	
15-20 years	115	74	12	1	202
20-25 years	52	30	5	1	88
25-30 years	8	1	1	0	10
Total	175	105	18	2	300

Table 4.65 indicates that stress of social activities and student association, majority of 115 respondents between age group 15-20 years had no stress from social activities and student association for academic work, 52 respondents between age group 20-25 years had no stress and 8 respondents between age group of 20-30 years had no stress from social activities and student association.

Table 4.66 Stress of Performance was not as Good as Expected with attributes of Respondents Age

Age	Performance Was Not as Good as Expected					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	88	94	19	1	0	202
20-25 years	44	35	6	0	3	88
25-30 years	6	3	1	0	0	10
Total	138	132	26	1	3	300

Table 4.66 shows that the stress from foreign language, majority of 88 respondents between age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had slight stress and 6 respondents between the age group of 25-30 years had no stress from foreign language.

Table 4.67 Stress of Teaching Content with attributes of Respondents Age

Age	Not Understand a Lot About Some Teachers' Teaching Content				Total
	No stress	Slight stress	Moderate stress	High stress	
15-20 years	98	81	21	2	202
20-25 years	47	30	9	2	88
25-30 years	6	3	0	1	10
Total	151	114	30	5	300

Table 4.67 shows that stress from teachers' teaching content, majority of 98 respondents between age group of 15-20 years had no stress, 47 respondents between age group of 20-25 years had no stress and 6 respondents between the age group of 25-30 years had no stress from teaching content.

Table 4.68 Stress to the Teaching Method with the attributes of Respondents Age

Age	Not Able to Adapt to Some Teachers' Teaching Methods					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	108	66	28	0	0	202
20-25 years	44	34	8	1	1	88
25-30 years	5	4	0	0	1	10
Total	157	104	36	1	2	300

Table 4.68 represents the stress from teachers' teaching methods, majority of 108 respondents between age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from the teachers' teaching methods.

Table 4.69 Stress to the Speed of the Teachers' Instruction with attributes of Respondents Age

Age	Not Keep up With the Speed of the Teachers' Instruction					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	96	74	26	6	0	202
20-25 years	44	36	6	1	1	88
25-30 years	5	3	2	0	0	10
Total	145	113	34	7	1	300

Table 4.69 indicates that stress from speed of the teachers' instruction, majority of 96 respondents between age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from the speed of teachers' instruction.

Table 4.70 Stress of Exercises and Reports with attributes of Respondents Age

Age	Exercises and Reports of Some Teachers are Too Difficult				Total
	No stress	Slight stress	Moderate stress	High stress	
15-20 years	95	74	30	3	202
20-25 years	46	36	6	0	88
25-30 years	5	3	2	0	10
Total	146	113	38	3	300

Table 4.70 indicates that stress from exercises and reports, majority of 95 respondents between age group of 15-20 years had no stress, 46 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from teacher's exercises and reports.

Table 4.71 Stress to the Test with attributes of Respondents Age

Age	Not Sleep at Night Because Worry About College Tests					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	133	41	13	11	4	202
20-25 years	70	12	2	4	0	88
25-30 years	10	0	0	0	0	10
Total	213	53	15	15	4	300

Table 4.71 represents that stress from college test, majority of 133 respondents between age group of 15-20 years had no stress, 70 respondents between age group of 20-25 years had no stress and 10 respondents between the age group of 25-30 years had no stress from not sleep at night because worry about college tests.

Table 4.72 Stress to the Current Results and High School Results with attributes of Respondents Age

Age	Vast Difference Between Current Results and High School Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	100	67	26	9	0	202
20-25 years	46	31	9	2	0	88
25-30 years	7	1	1	0	1	10
Total	153	99	36	11	1	300

Table 4.72 shows that stress from current results and high school results, majority of 100 respondents between age group of 15-20 years had no stress, 46 respondents between age group of 20-25 years had no stress and 7 respondents between the age group of 25-30 years had no stress from the current results and high school results.

Table 4.73 Conflicts with Parents due to Academic Results with attributes of Respondents Age

Age	Conflicts With Parents Due to Academic Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
15-20 years	97	68	26	5	6	202
20-25 years	49	29	7	3	0	88
25-30 years	6	3	1	0	0	10
Total	152	100	34	8	6	300

Table 4.73 represents that stress from conflicts with parents due to academic results, majority of 97 respondents between age group of 15-20 years had no stress, 49 respondents between age group of 20-25 years had no stress and 6 respondents between the age group of 25-30 years had no stress from conflicts with parents due to academic results.

Academic Stress with the Attributes of Gender

Table 4.74 Worry about College Tests with attributes of Gender

Gender	Not Sleep at Night Because Worry about College Tests					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	111	35	10	6	3	165
Female	102	18	5	9	1	135
Total	213	53	15	15	4	300

Table 4.74 shows the stress of college test according to gender of respondents, majority of 111 male respondents had no stress and 102 female respondents had no stress from college test.

Table 4.75 Stress of Current Results and High School Results with attributes of Gender

Gender	Vast Difference Between My Current Results and High School Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	84	51	24	5	1	165
Female	69	48	12	6	0	135
Total	153	99	36	11	1	300

Table 4.75 indicates that stress from current results and high school results, majority of 84 male respondents had no stress and 69 female respondents had no stress from the current results and high school results.

Table 4.76 Conflicts with Parents due to Academic Results according to Gender

Gender	Conflicts With Parents Due to Academic Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	90	51	19	4	1	165
Female	62	49	15	4	5	135
Total	152	100	34	8	6	300

Table 4.76 shows that stress from academic result, majority of 90 male respondents had no stress and 62 female respondents had no stress from the academic results.

Table 4.77 Stress of Foreign Language with attributes of Gender

Gender	Pressure Because Some Subjects Use Foreign Language Books					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	88	51	21	3	2	165
Female	54	53	21	4	3	135
Total	142	104	42	7	5	300

Table 4.77 indicates that stress from foreign language, majority of 88 male respondents had no stress and 54 female respondents had no stress from the foreign language.

Table 4.78 Stress of Teaching Content with attributes of Gender

Gender	Not Understand a Lot About Some Teachers' Teaching Content				Total
	No stress	Slight stress	Moderate stress	High stress	
Male	85	64	13	3	165
Female	66	50	17	2	135
Total	151	114	30	5	300

Table 4.78 represents the stress from teaching content, majority of 85 male respondents had no stress and 66 female respondents had no stress from teachers' teaching content.

Table 4.79 Stress of not Able to Adapt to some Teachers' Teaching Methods

Gender	Not Able to Adapt to Some Teachers' Teaching Methods					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	88	55	21	0	1	165
Female	69	49	15	1	1	135
Total	157	104	36	1	2	300

Table 4.79 shows that stress from teachers' teaching methods, majority of 88 male respondents had no stress and 69 female respondents had no stress from teachers' teaching method.

Table 4.80 Stress of Not keep up with the Speed of the Teachers' Instruction

Gender	Not Keep up With the Speed of the Teachers' Instruction					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	80	64	18	3	0	165
Female	65	49	16	4	1	135
Total	145	113	34	7	1	300

Table 4.80 indicates that stress from speed of the teachers' instruction, majority of 80 male respondents had no stress and 65 female respondents had no stress from speed of the teachers' instruction in community college.

Table 4.81 Stress of Exercises and Reports according to Gender

Gender	Exercises and Reports of Some Teachers are too Difficult.				Total
	No stress	Slight stress	Moderate stress	High stress	
Male	80	62	21	2	165
Female	66	51	17	1	135
Total	146	113	38	3	300

Table 4.81 shows the stress from exercises and reports, majority of 80 male respondents had no stress and 66 female respondents had no stress from exercises and reports.

Table 4.82 Stress of homework or report according to gender

Gender	Homework or Reports will Not Improve					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	99	36	24	5	1	165
Female	72	45	17	1	0	135
Total	171	81	41	6	1	300

Table.4.82 Stress from homework or report, majority of (99%) male respondents had no stress and (72%) female respondents had no stress from homework or report.

Table 4.83 Stress of Performance according to Gender

Gender	Performance was Not as Good as Had Expected					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	73	74	18	0	0	165
Female	65	58	8	1	3	135
Total	138	132	26	1	3	300

Table 4.83 represents that Stress from performance, majority of 74 male respondents had slight stress and 65 female respondents had no stress from the performance.

Table 4.84 Stress of give a Presentation with attributes of Gender

Gender	Nervous when Need to Make a Speech or Give a Presentation					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	87	58	18	2	0	165
Female	67	45	21	0	2	135
Total	154	103	39	2	2	300

Table 4.84 indicates that Stress from give a presentation, majority of 87 male respondents had no stress and 67 female respondents had no stress from the nervousness to make a speech or give a presentation.

Table 4.85 Stress from Many Courses that out of Breath according to Gender

Gender	Many Courses that Out of Breath					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	78	73	12	1	1	165
Female	74	44	13	1	3	135
Total	152	117	25	2	4	300

Table 4.85 represents the Stress from many courses that out of breath, majority of 78 male respondents had no stress and 74 female respondents had no stress from the many courses that out of breath.

Table 4.86 Stress of Academic and Social Activities according to Gender

Gender	Difficult to Find a Balance Between Academic and Social Activities					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Male	84	63	17	1	0	165
Female	68	53	9	4	1	135
Total	152	116	26	5	1	300

Table 4.86 shows the stress from academic and social activities, majority of 84 male respondents had no stress and 68 female respondents had no stress from difficult to find a balance between academic and social activities.

Table 4.87 Stress of Social Activities and Student Association according to Gender

Gender	Social Activities and Student Association Affect the Academic Work				Total
	No stress	Slight stress	Moderate stress	High stress	
Male	97	59	8	1	165
Female	78	46	10	1	135
Total	175	105	18	2	300

Table 4.87 indicates that stress from social activities and student association, majority of 97 male respondents had no stress and 78 female respondents had no stress Social activities and student association affect the academic work.

Table 4.88 Stress of Group Work according to Gender

Gender	Face Problems Some Exercises or Reports Require Group Work				Total
	No stress	Slight stress	Moderate stress	High stress	
Male	108	40	16	1	165
Female	81	41	11	2	135
Total	189	81	27	3	300

Table 4.88 represents that stress from social activities and student association, majority of 108 male respondents had no stress and 81 female respondents had no stress Social activities and student association affect the academic work in community college.

Table 4.89 Stress from Struggles among Classmates due to Academic Performance

Gender	Struggles Among Classmates Due to Academic Performance.				Total
	No stress	Slight stress	Moderate stress	High stress	
Male	82	68	12	3	165
Female	79	46	9	1	135
Total	161	114	21	4	300

Table 4.89 represents that stress from academic performance, majority of 82 male respondents had no stress and 79 female respondents had no stress from Struggles among classmates due to academic performance.

Academic Stress with the Attributes of Educational Status

Table 4.90 Vast difference between Current Results and High School Results

Qualification	Vast Difference Between Current Results and High School Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	111	65	27	10	0	213
Graduate	26	31	9	1	1	68
Postgraduate	16	3	0	0	0	19
Total	153	99	36	11	1	300

Table 4.90 shows that educational status, majority of 111 intermediate respondents had no stress, 26 graduate respondents had no stress and 16 postgraduate respondents had no stress from the difference of current results and high school results.

Table 4.91 Recent Tests are Imperfect and have Regressed according to Educational Status

Qualification	Recent Tests are Imperfect and have Regressed					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	91	92	23	6	1	213
Graduate	31	28	7	0	2	68
Postgraduate	15	4	0	0	0	19
Total	137	124	30	6	3	300

Table 4.91 represents that educational status, majority of 92 intermediate respondents had slight stress, 31 graduate respondents had no stress and 15 postgraduate respondents had no stress from Recent tests are imperfect and have regressed.

Table.4.92 Conflicts with parents due to academic results according to Educational Status

Qualification	Conflicts with Parents due to Academic Results					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	105	75	22	7	4	213
Graduate	34	21	10	1	2	68
Postgraduate	13	4	2	0	0	19
Total	152	100	34	8	6	300

Table 4.92 indicates that educational status, majority of 105 intermediate respondents had no stress, 34 graduate respondents had no stress and 13 postgraduate respondents had no stress from conflicts with parents due to academic result.

Table 4.93 Not Understand a lot about Some Teachers' Teaching Content

Qualification	Not Understand a Lot About Some Teachers' Teaching Content				Total
	No stress	Slight stress	Moderate stress	High stress	
Intermediate	104	84	22	3	213
Graduate	36	23	7	2	68
Postgraduate	11	7	1	0	19
Total	151	114	30	5	300

Table 4.93 indicates that educational status, majority of 104 intermediate respondents had no stress, 36 graduate respondents had no stress and 11 postgraduate respondents had no stress from some teachers' teaching content.

Table 4.94 Not able to Adapt to some Teachers' Teaching methods according to Educational Status

Qualification	Not Able to Adapt to Some Teachers' Teaching Methods					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	111	73	27	1	1	213
Graduate	34	24	9	0	1	68
Postgraduate	12	7	0	0	0	19
Total	157	104	36	1	2	300

Table 4.94 represents that educational status, majority of 111 intermediate respondents had no stress, 33 graduate respondents had no stress and 14 postgraduate respondents had no stress from some teachers' teaching method in community college.

Table 4.95 Exercises and Reports of some Teachers are too Difficult

Qualification	Exercises and Reports of Some Teachers are too Difficult				Total
	No stress	Slight stress	Moderate stress	High stress	
Intermediate	105	72	33	3	213
Graduate	33	32	3	0	68
Postgraduate	8	9	2	0	19
Total	146	113	38	3	300

Table 4.95 shows that educational status, majority of 105 intermediate respondents had no stress, 33 graduate respondents had no stress and 9 postgraduate respondents had slight stress from Exercises and reports.

Table 4.96 Homework or Reports will not Improve according to Educational Status

Qualification	Homework or Reports will Not Improve					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	126	55	27	4	1	213
Graduate	33	19	14	2	0	68
Postgraduate	12	7	0	0	0	19
Total	171	81	41	6	1	300

Table 4.96 indicates that educational status, majority of 126 intermediate respondents had no stress, 33 graduate respondents had no stress and 12 postgraduate respondents had no stress from homework or report.

Table 4.97 Performance was not as good as had expected according to Educational status

Qualification	Performance was Not as Good as had Expected					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	93	98	17	1	3	212
Graduate	33	27	8	0	0	68
Postgraduate	12	7	0	0	0	19
Total	138	132	25	1	3	299

Table 4.97 indicates that educational status, majority of 98 intermediate respondents had slight stress, 33 graduate respondents had no stress and 12 postgraduate respondents had no stress from performance were not as good as expected.

Table 4.98 Difficult to find a Balance between Academic and Social Activities according to Educational Status

Qualification	Difficult to Find a Balance Between Academic and Social Activities					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	104	85	20	3	1	213
Graduate	34	26	6	2	0	68
Postgraduate	14	5	0	0	0	19
Total	152	116	26	5	1	300

Table 4.98 shows that educational status, majority of 104 intermediate respondents had no stress, 34 graduate respondents had no stress and 14 postgraduate respondents had no stress from balance between academic and social activities in community college.

Table 4.99 Social Activities and Student Association affect Academic Work

Qualification	Social Activities and Student Association Affect Academic Work				Total
	No stress	Slight stress	Moderate stress	High stress	
Intermediate	123	76	14	0	213
Graduate	42	22	2	2	68
Postgraduate	10	7	2	0	19
Total	175	105	18	2	300

Table 4.99 shows that educational status, majority of 123 intermediate respondents had no stress, 42 graduate respondents had no stress and 10 postgraduate respondents had no stress from Social activities and student association affect academic work.

Table 4.100 Academic results are not as good as those of classmates are

Qualification	Academic Results are Not as Good as Those of My Classmates Are					Total
	No stress	Slight stress	Moderate stress	High stress	Extreme stress	
Intermediate	115	79	16	2	1	213
Graduate	27	34	5	2	0	68
Postgraduate	12	6	1	0	0	19
Total	154	119	22	4	1	300

Table 4.100 represents that educational status, majority of 115 intermediate respondents had no stress, 34 graduate respondents had slight stress and 12 postgraduate respondents had no stress from academic result.

Academic Stress with the Attributes of Age

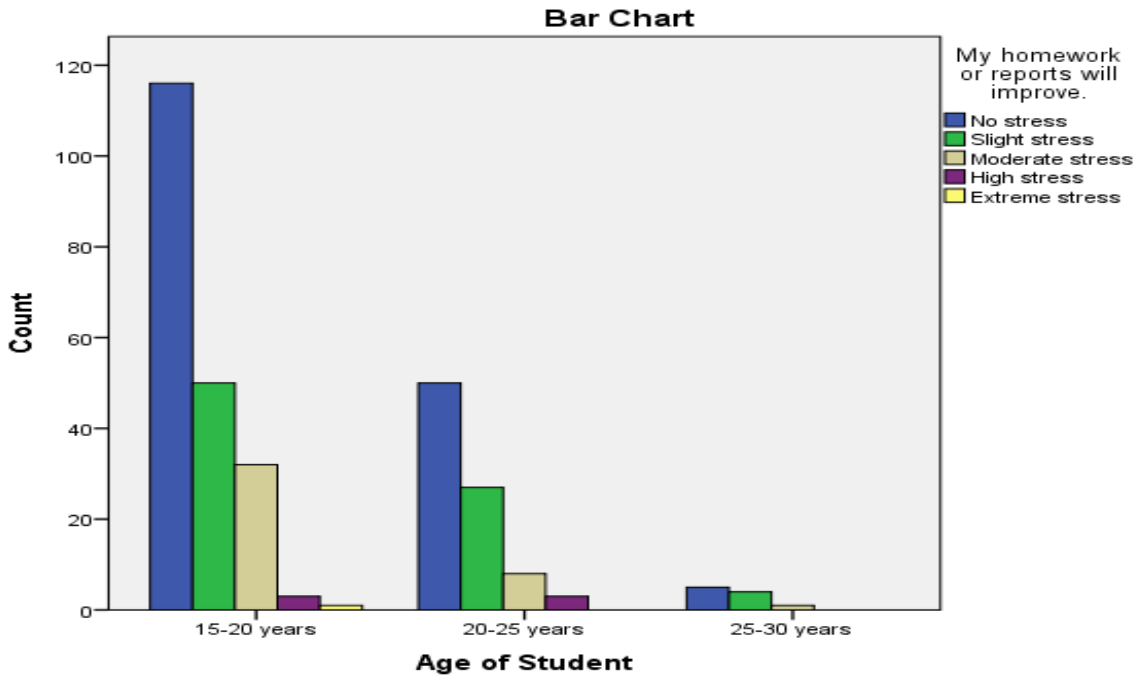

Chart 4.55 Distribution of Respondents' age according to Homework or Reports will not Improve

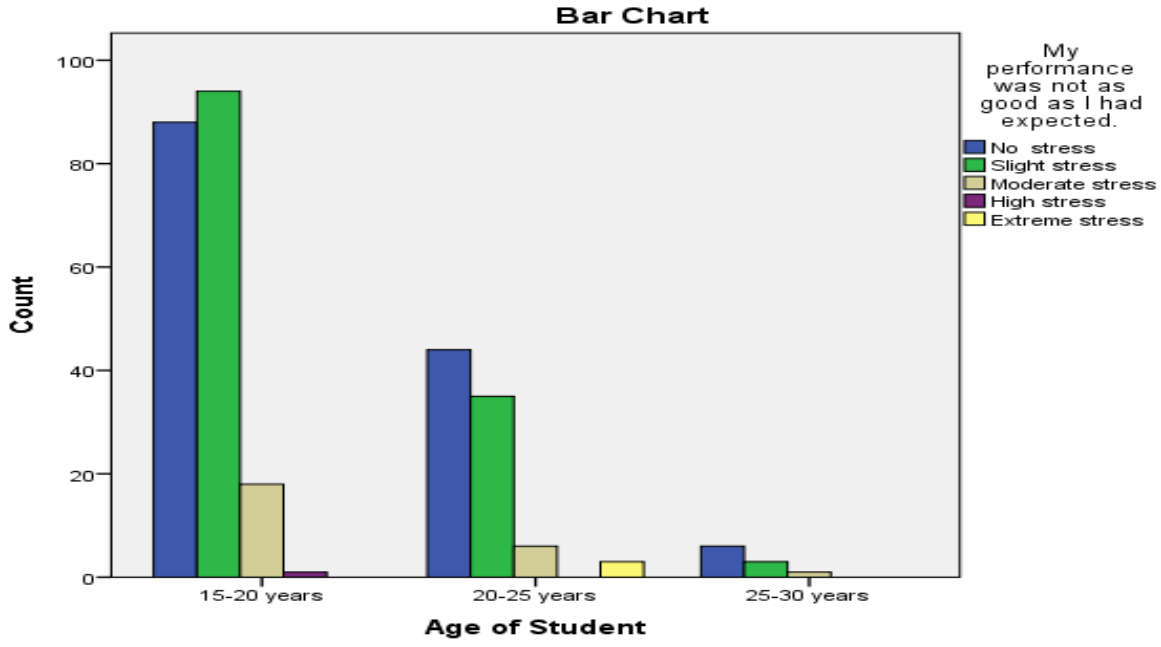

Chart 4.56 Distribution of Respondents' age according to Performance was not as good as Expected

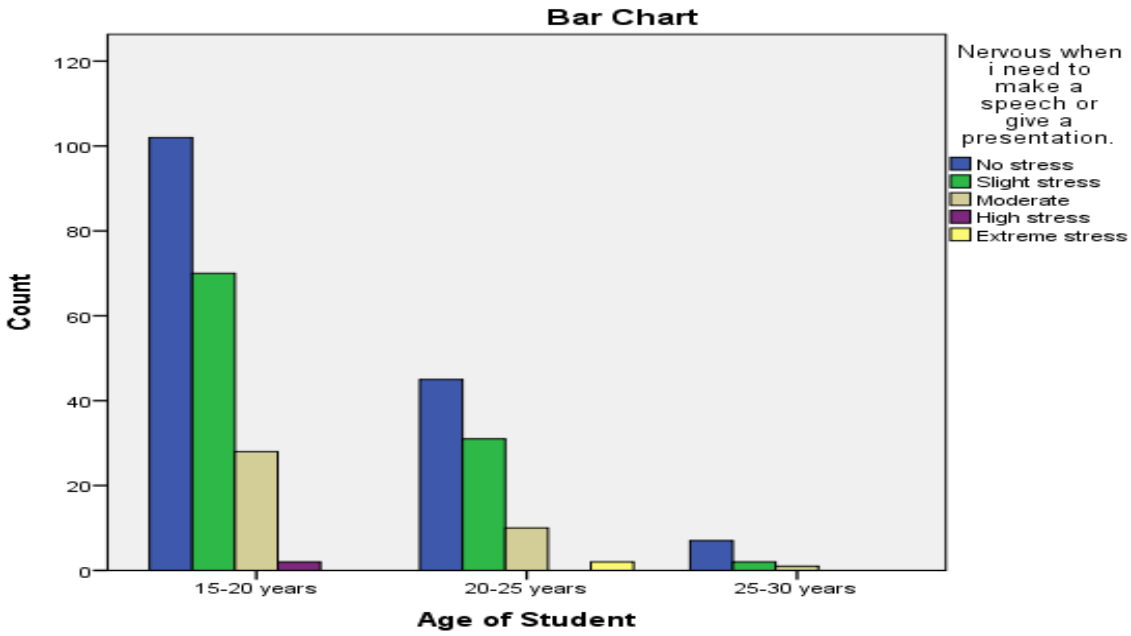

Chart 4.57 Distribution of Respondents' age according to Nervous in Speech or Presentation

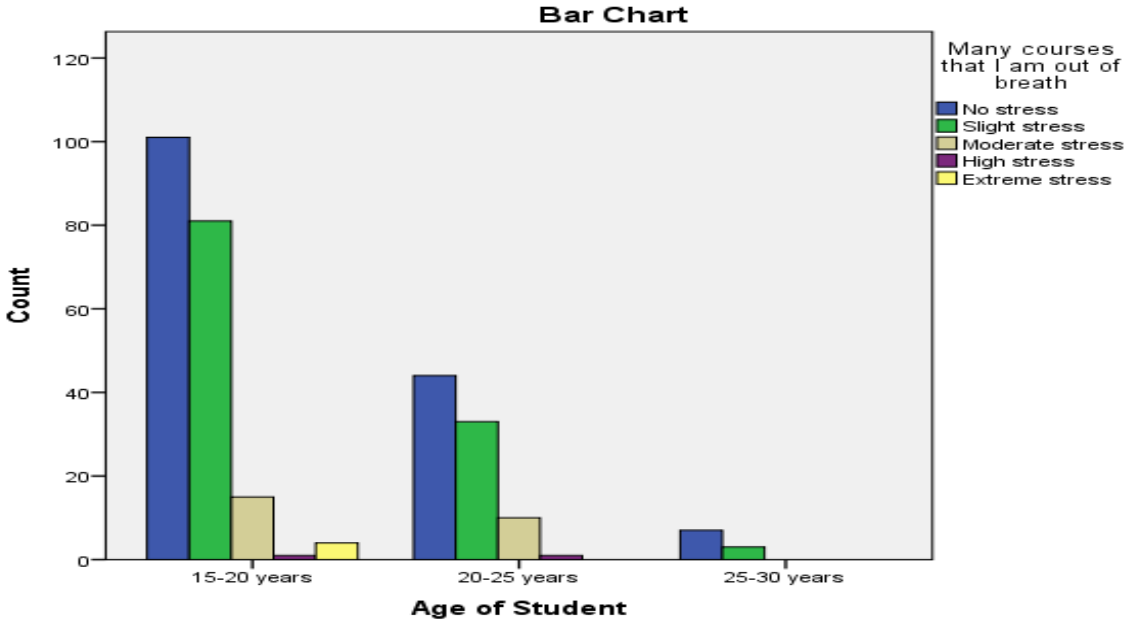

Chart 4.58 Distribution of Respondents' age according to Courses that out of Breath

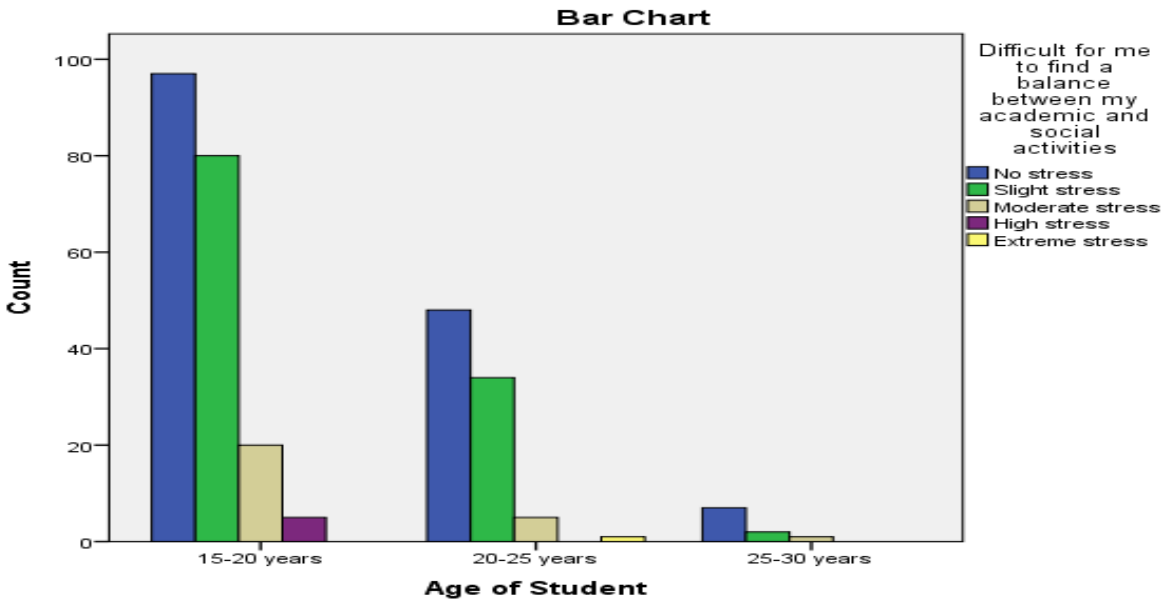

Chart 4.59 Distribution of respondents' age according to Academic and Social Activity

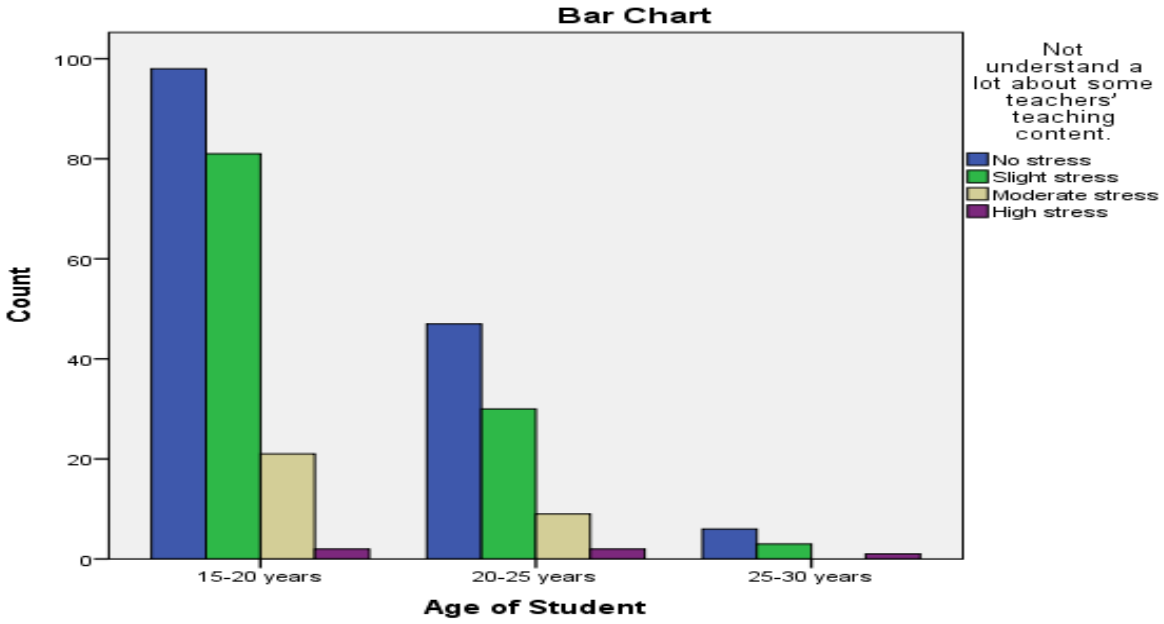

Chart 4.60 Distribution of Respondents age according to not understand a lot about some Teachers' Teaching Content

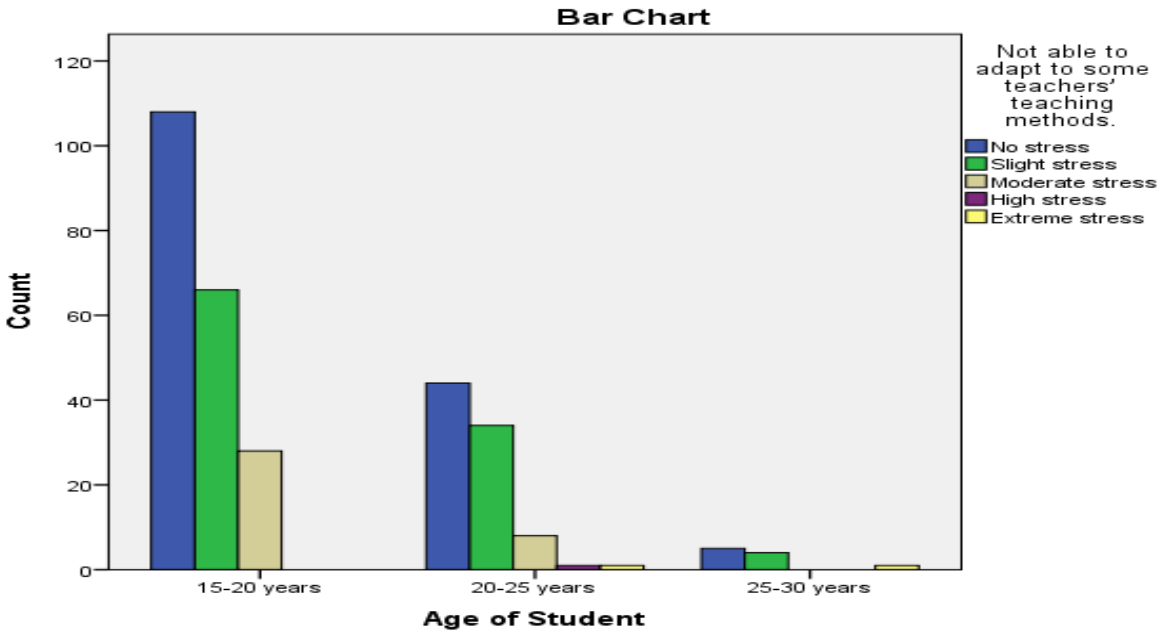

Chart 4.61 Distribution of Respondents' age according to Teachers' Teaching Methods.

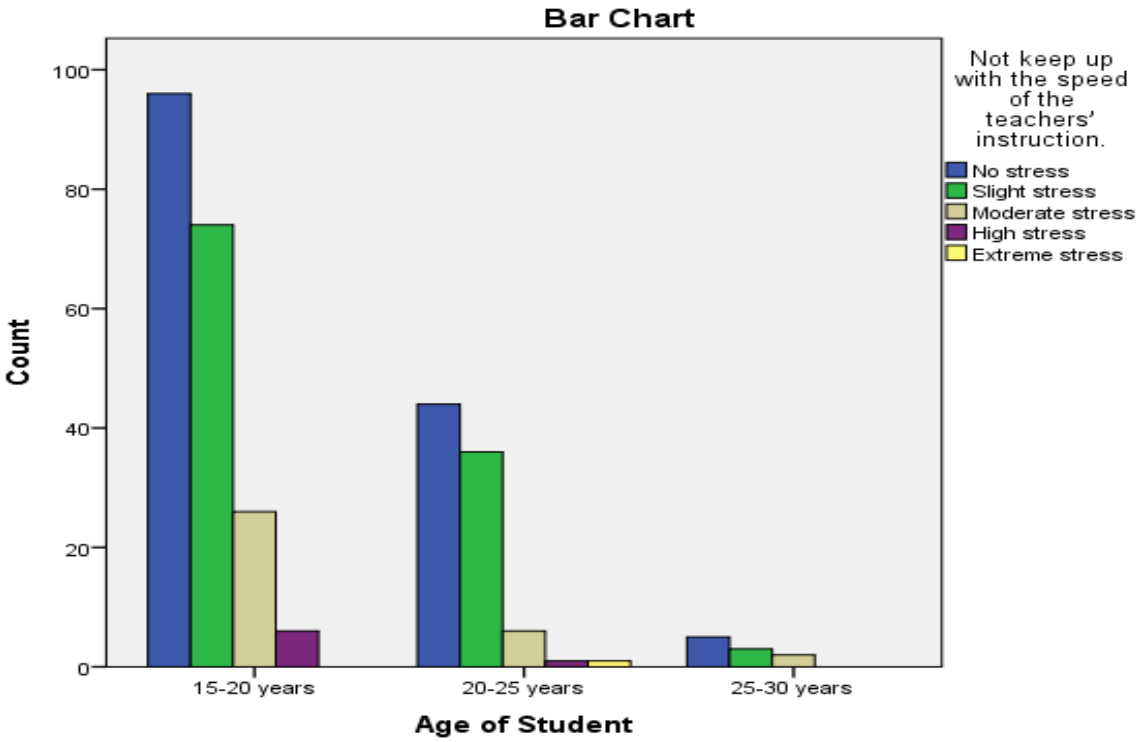

Chart 4.62 Distribution of Respondents age according to Speed of the Teachers' Instruction

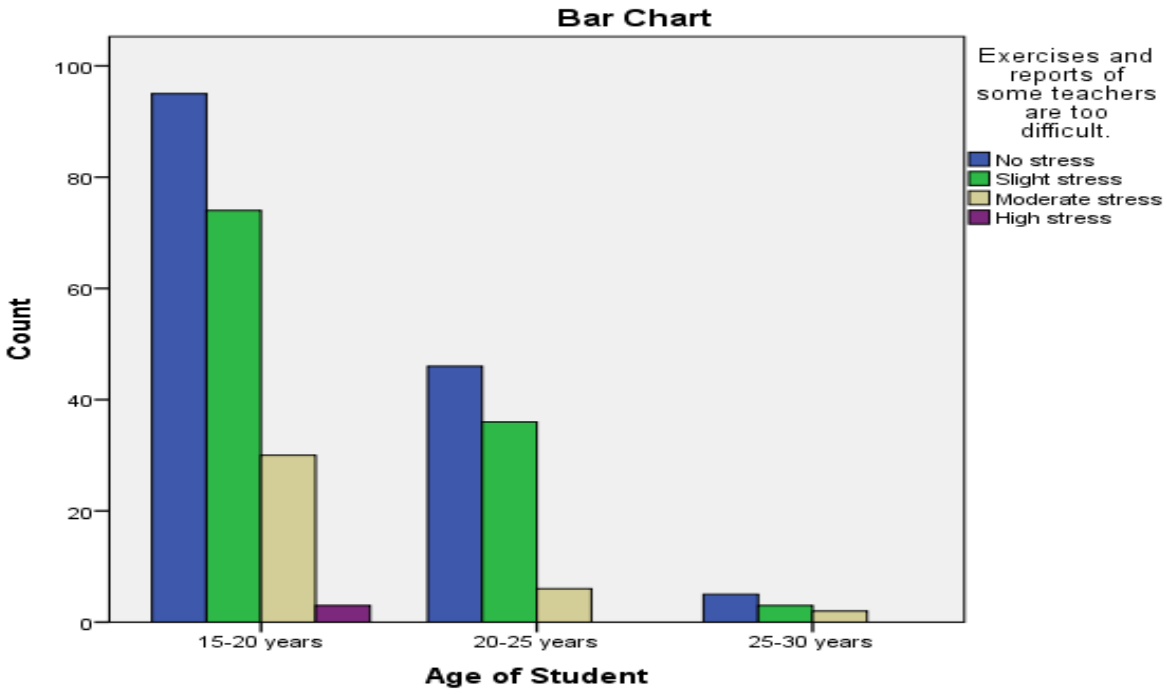

Chart 4.63 Distribution of Respondents' age according to Exercises and Reports are too Difficult

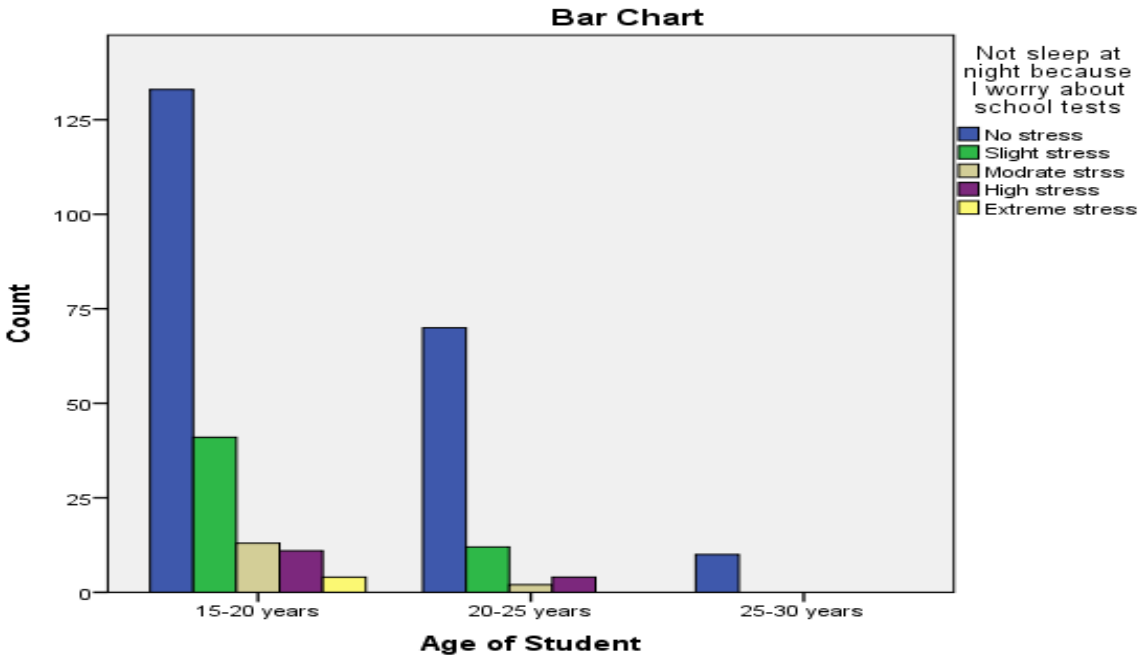

Chart 4.64 Distribution of Respondents age according to Worry about College Tests

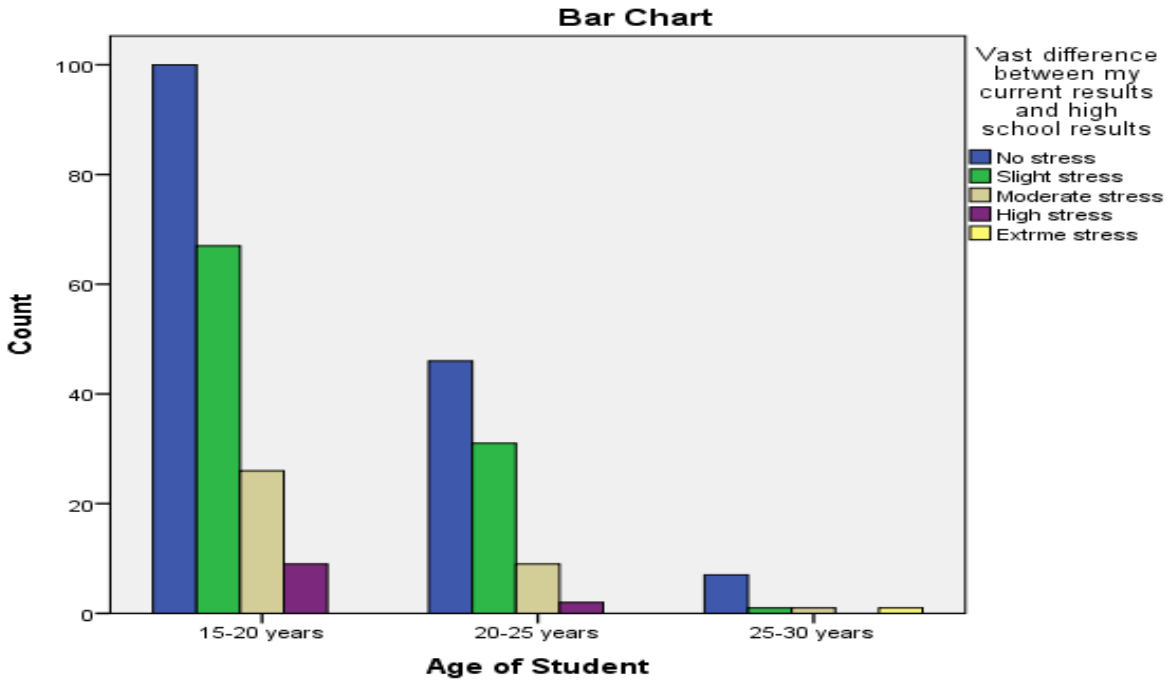

Chart 4.65 Distribution of Respondents' age according to Current Results and High School Results

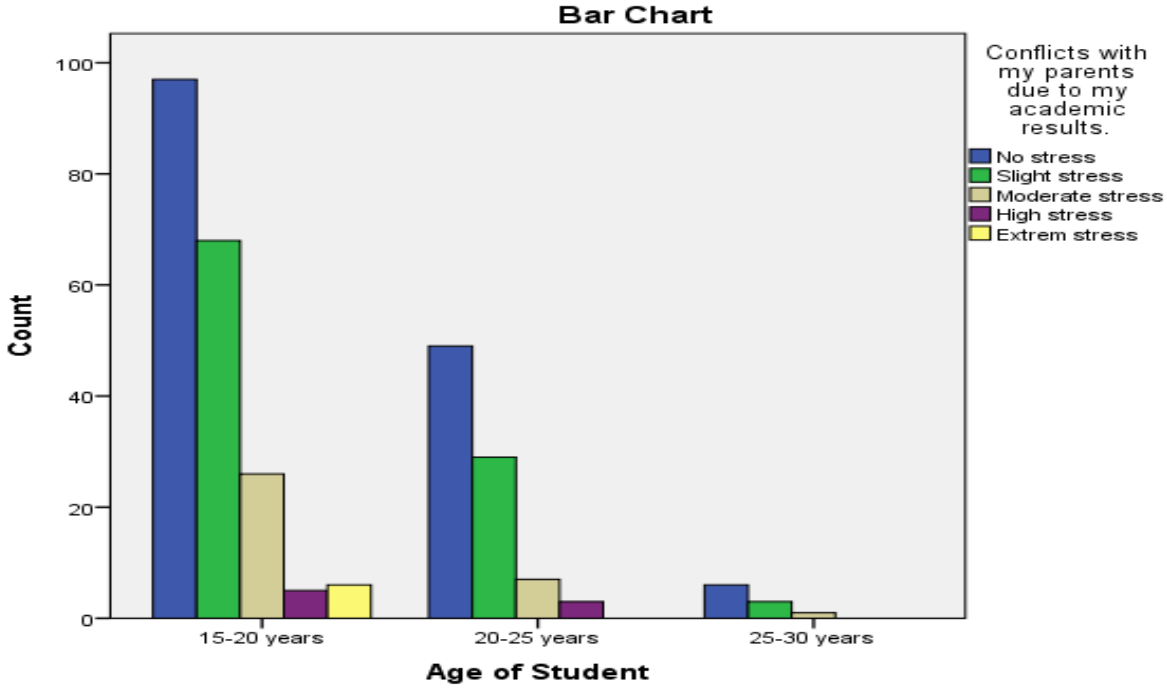

Chart 4.66 Distribution of Respondent's age according to Academic Result

Academic Stress with the attributes of Gender

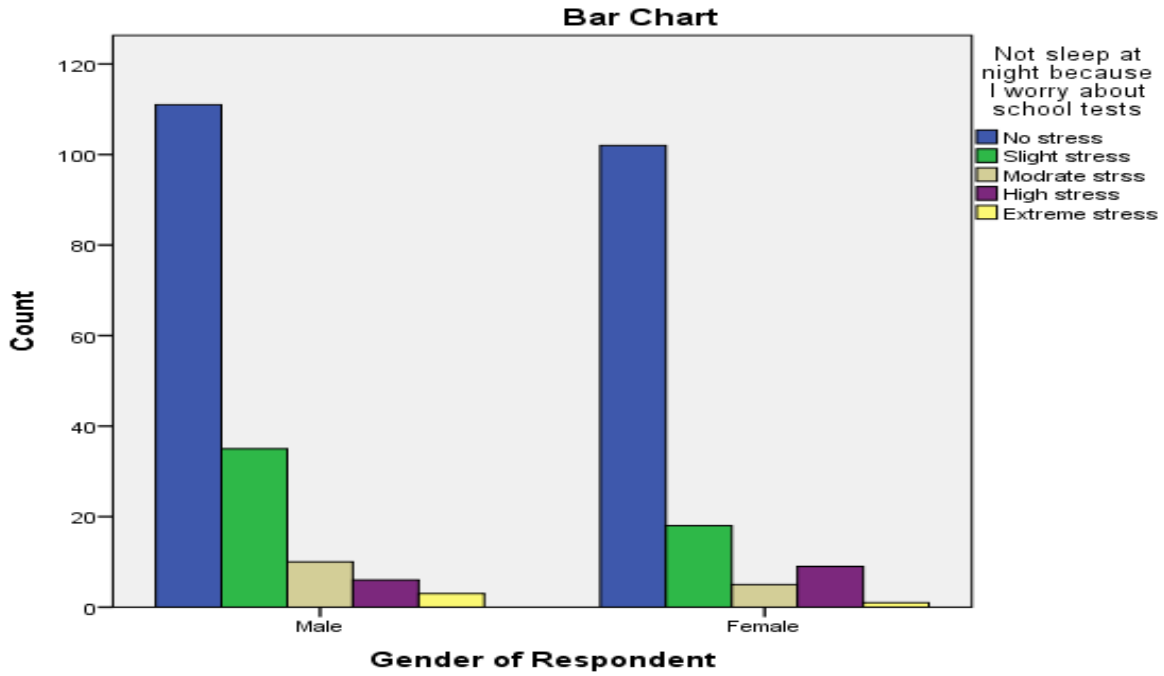

Chart 4.67 Distribution of Respondents gender according to Worry about College Tests

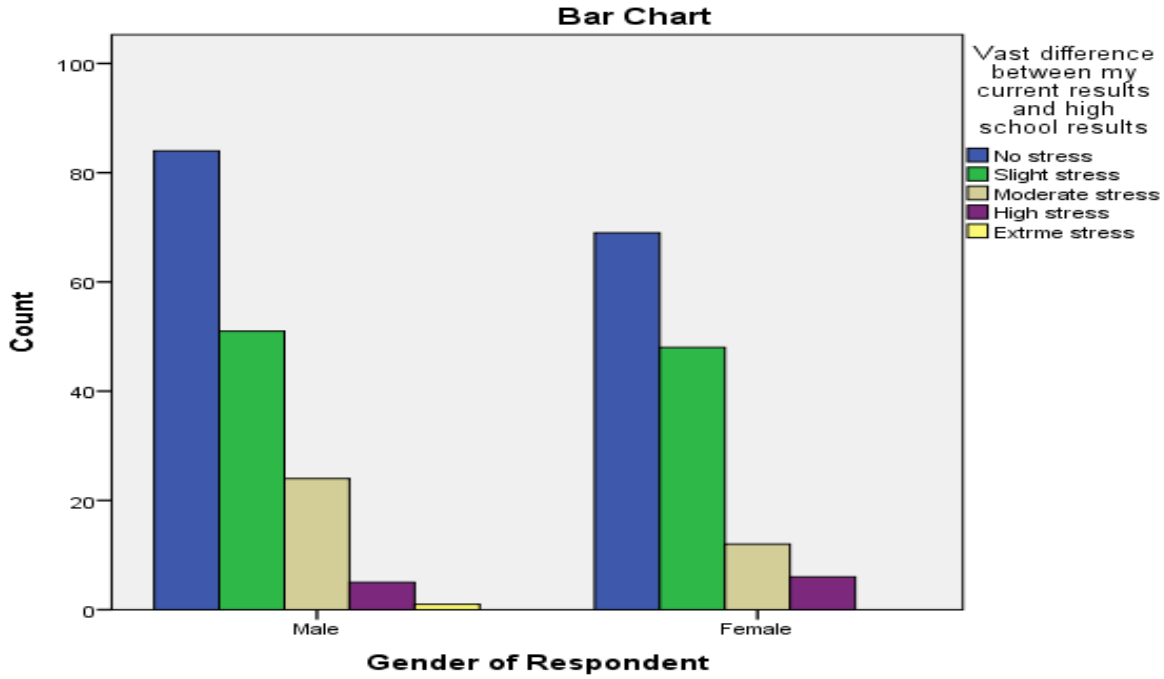

Chart 4.68 Distribution of Respondents Gender according Current Results and High School

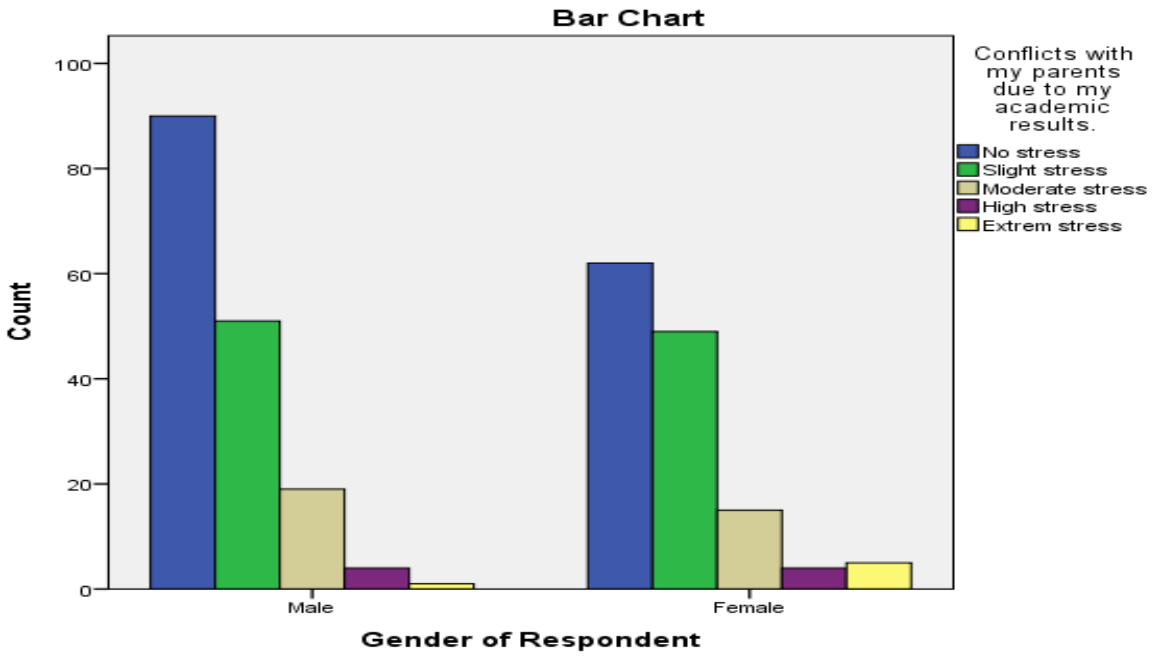

Chart 4.69 Distribution of Respondents' Gender according to Academic Results

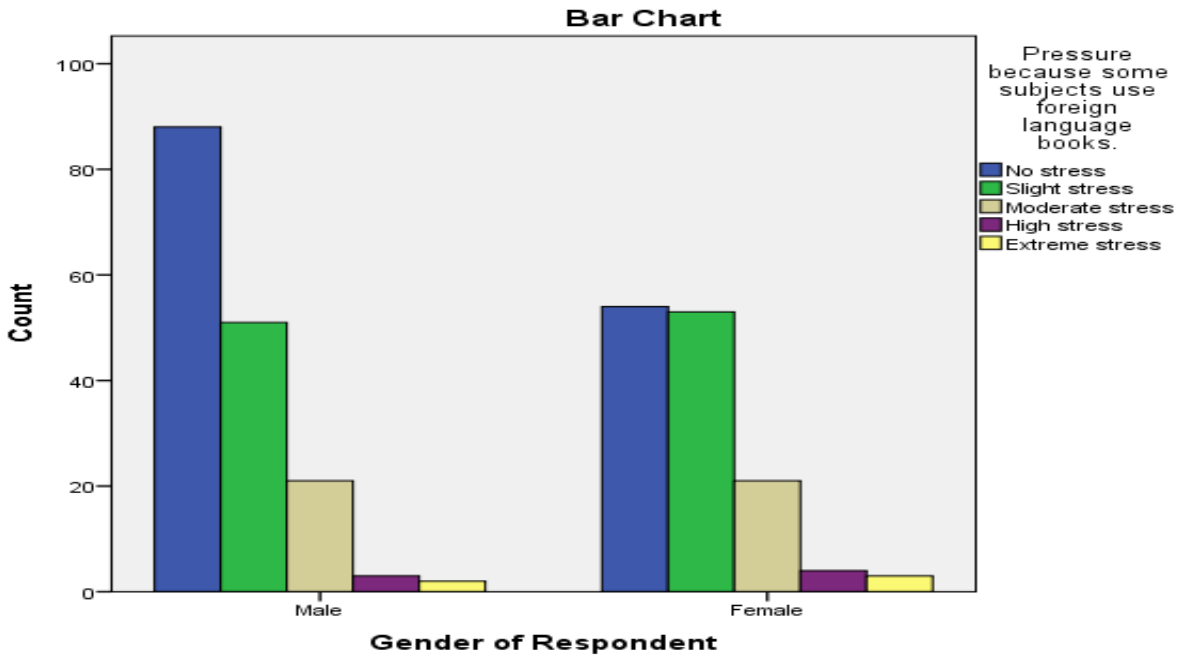

Chart 4.70 Distribution of Respondents' Gender according to Foreign Language Books

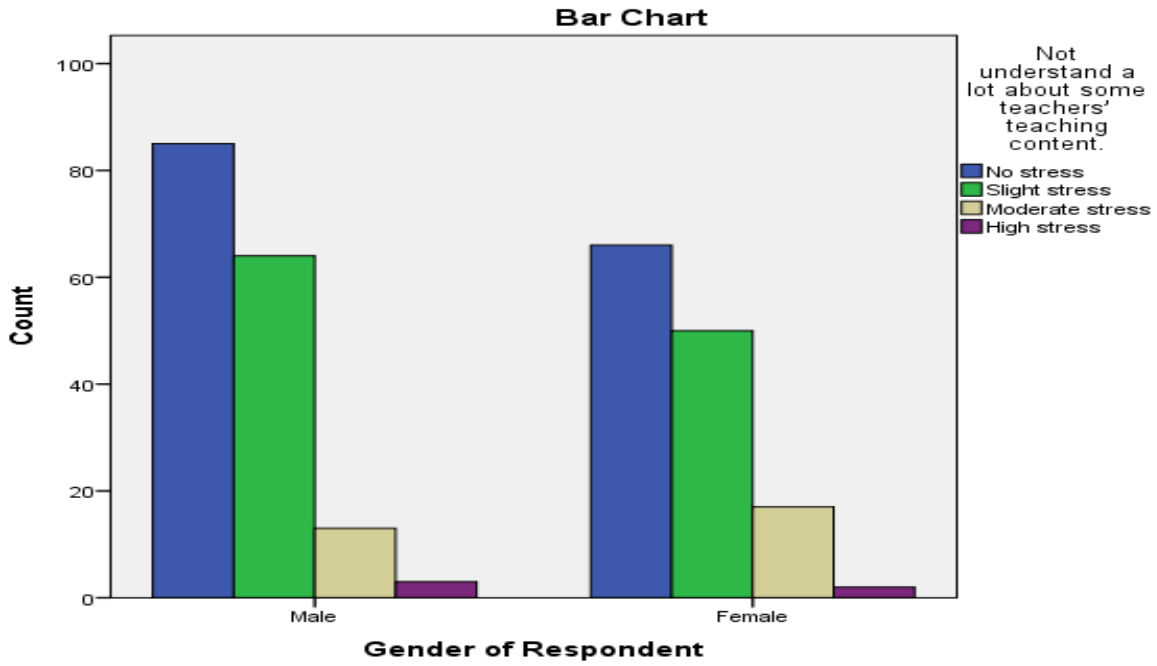

Chart 4.71 Distribution of Respondents' Gender according to Teachers' Teaching Content

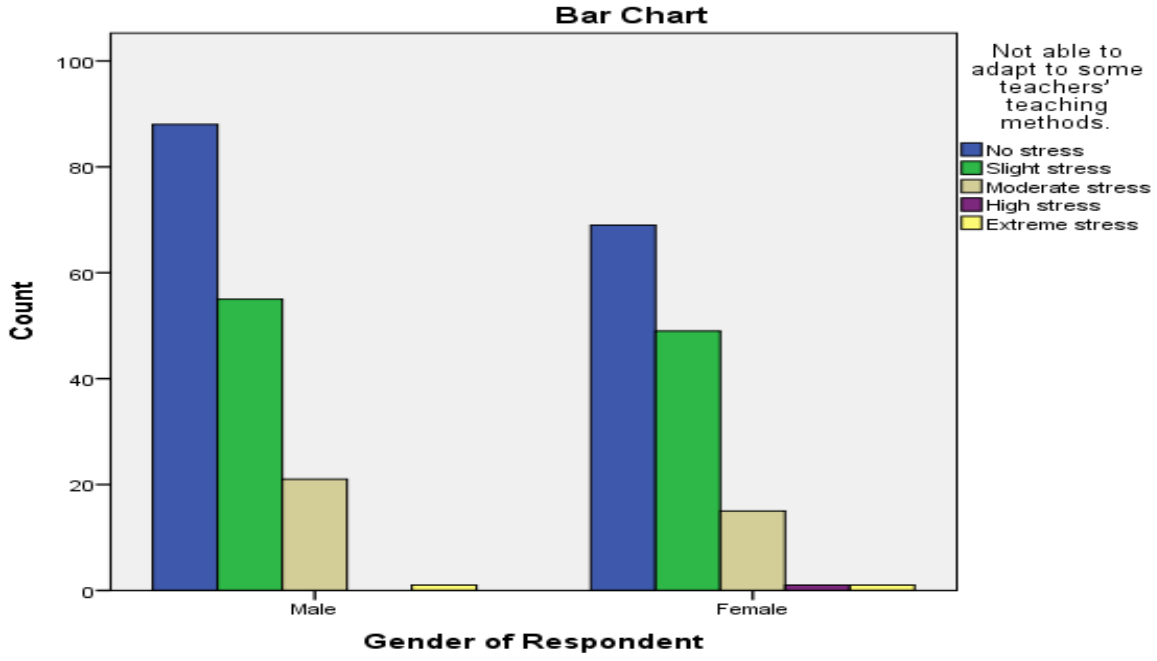

Chart 4.72 Distribution of Respondents' Gender according to Teachers' Teaching Method

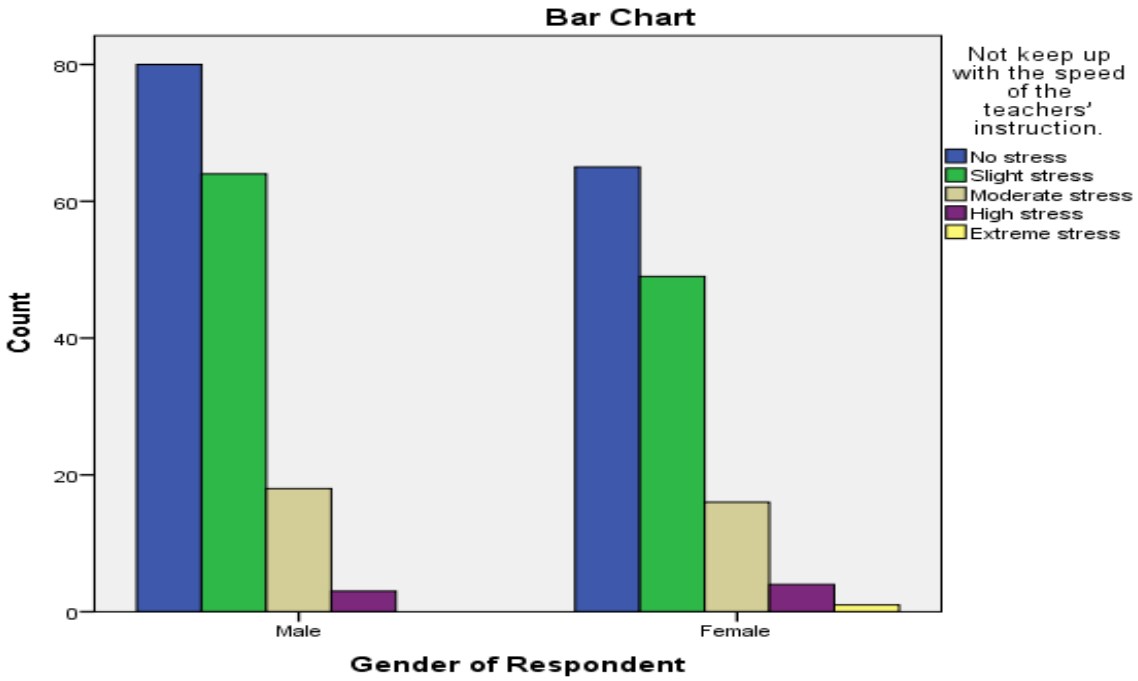

Chart 4.73 Distribution of Respondents' Gender according to Teachers' Instruction

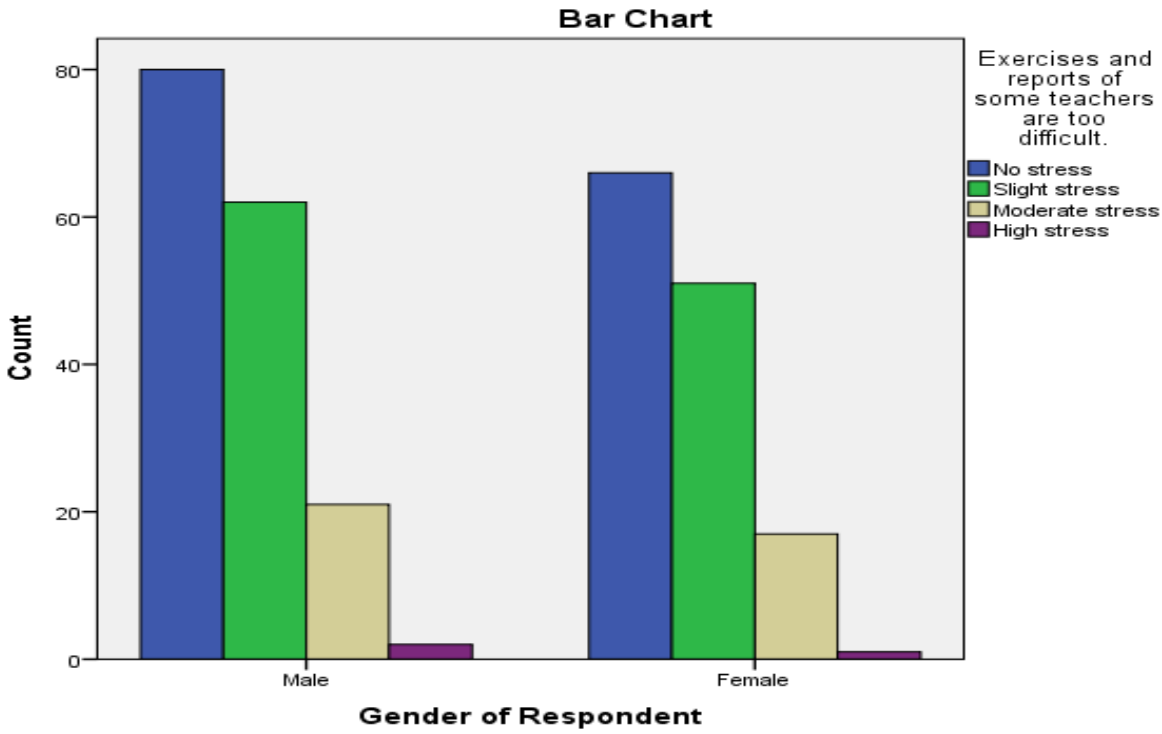

Chart 4.74 Distribution of Respondents' Gender according to Exercises and Reports are too Difficult

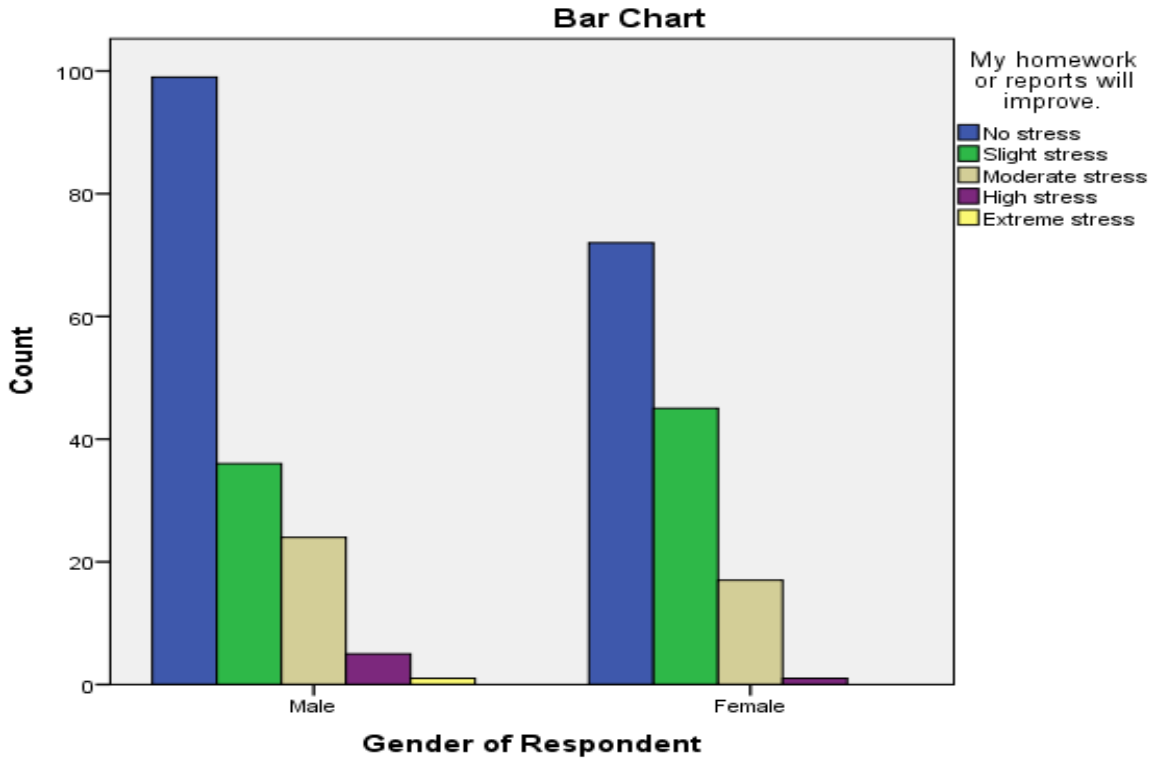

Chart 4.75 Distribution of Respondents' Gender according to Homework or Reports will not improve

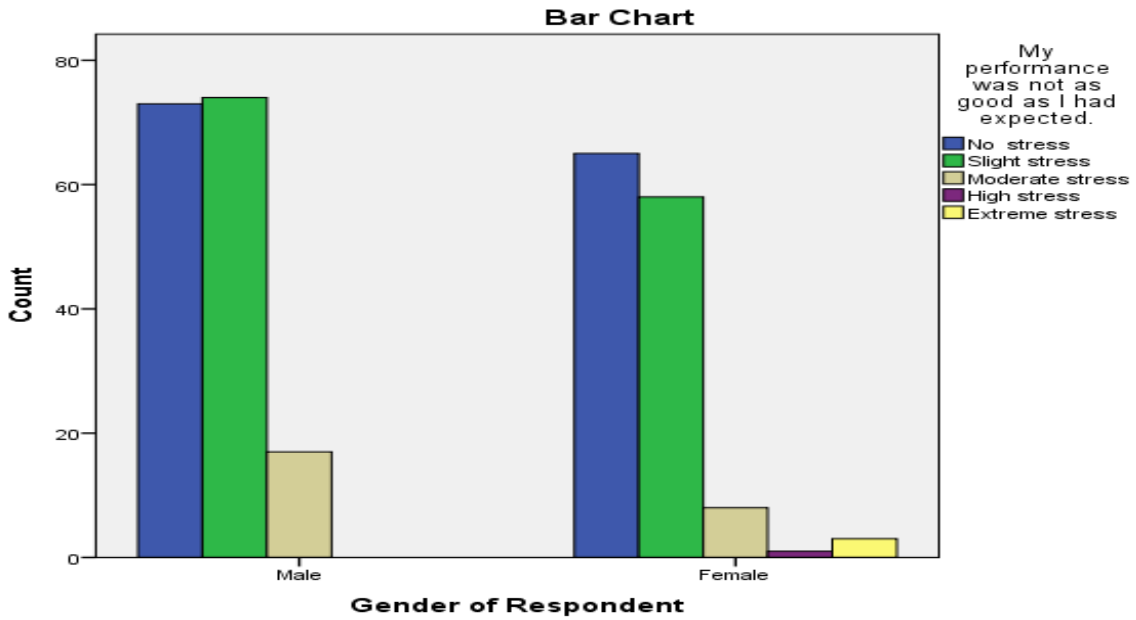

Chart 4.76 Distribution of Respondents' Gender according to Performance was not as good

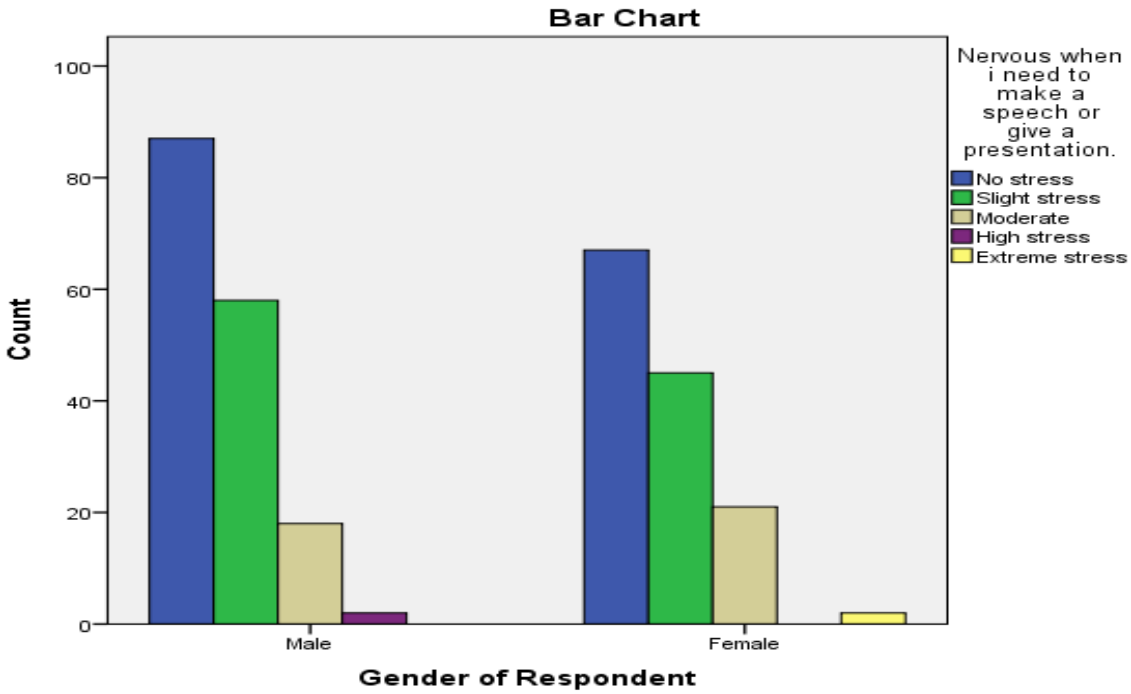

Chart 4.77 Distribution of Respondents Gender according to Speech or Presentation

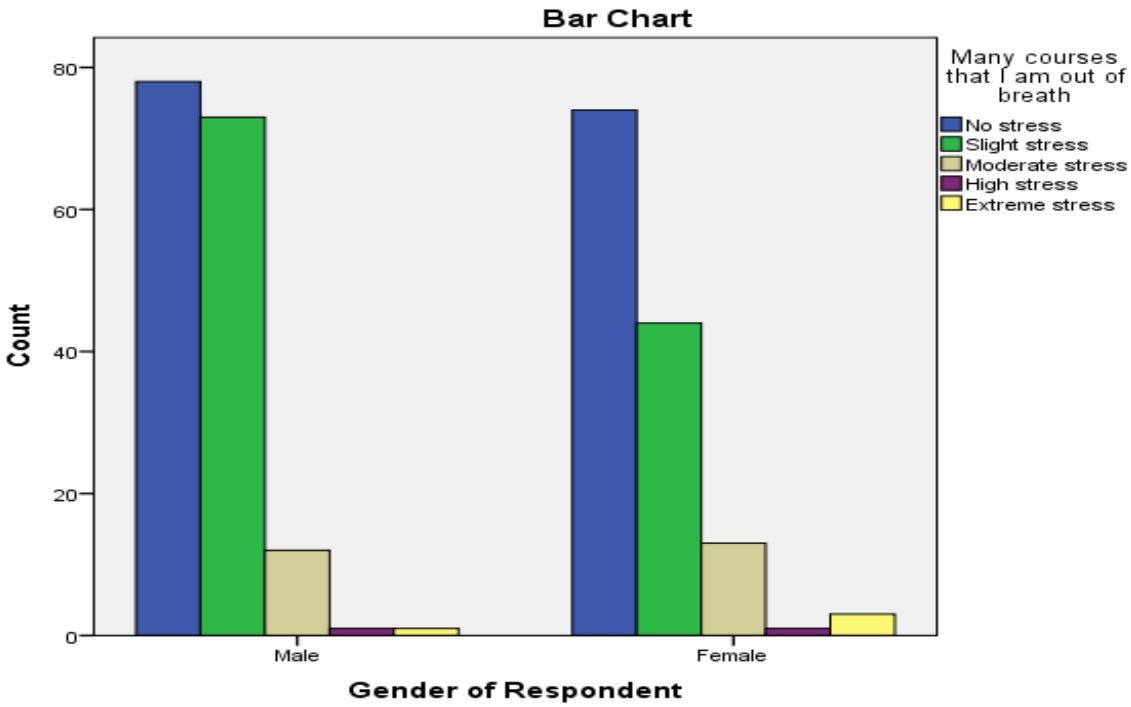

Chart 4.78 Distribution of Respondent's Gender according to Courses that out of Breath

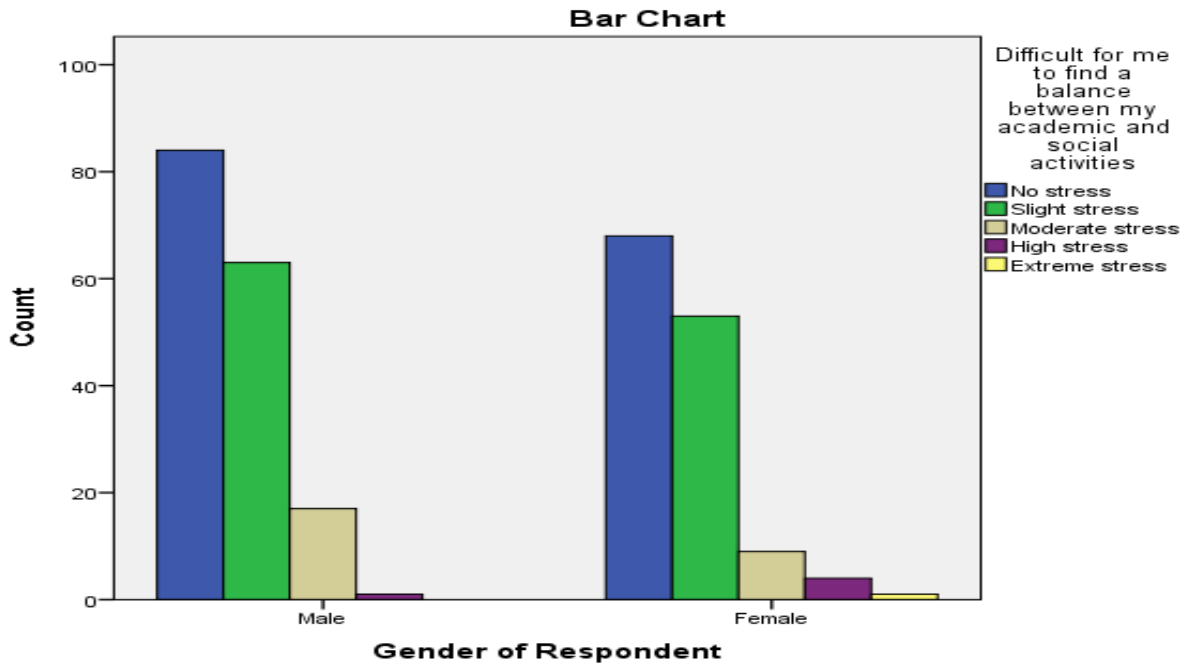

Chart 4.79 Distribution of Respondent's Gender according to Academic and Social Activities

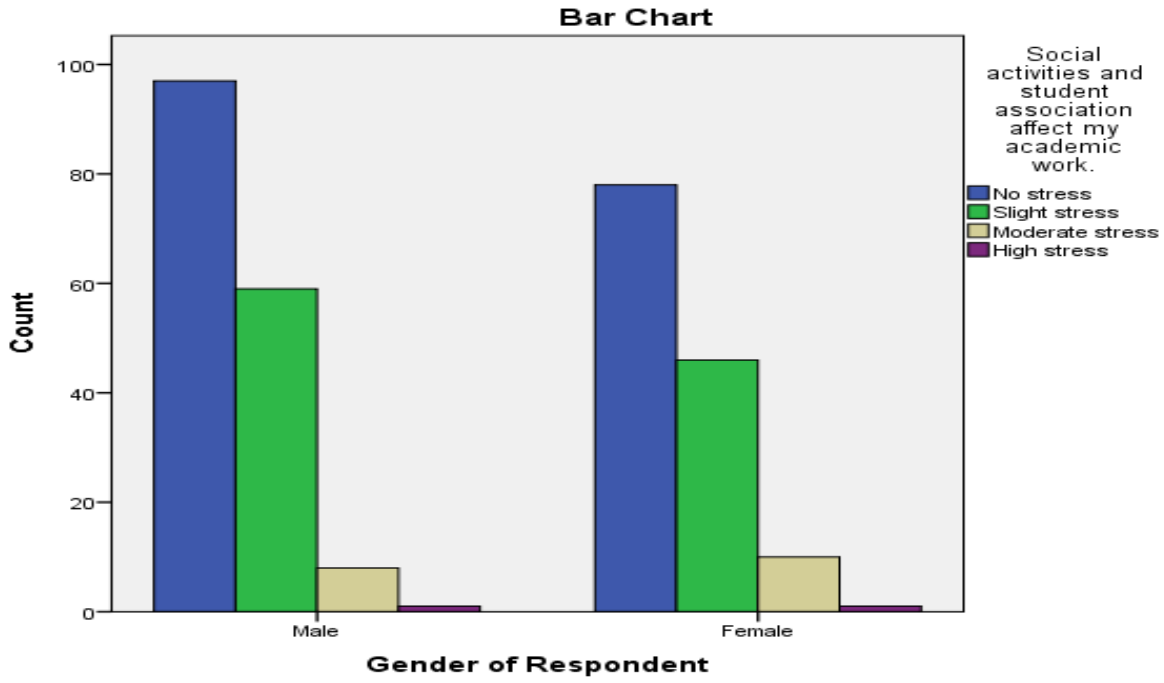

Chart 4.80 Distribution of Respondents' Gender according to Social Activities affect the Academic Work

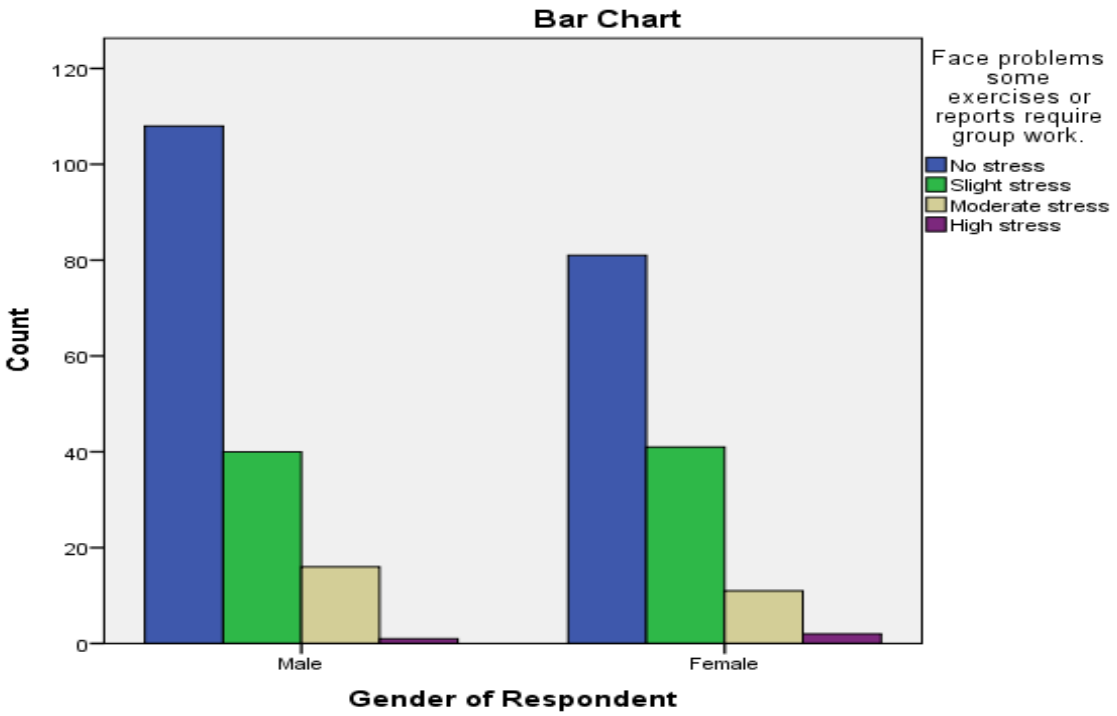

Chart 4.81 Distribution of Respondents' Gender according to Group Work

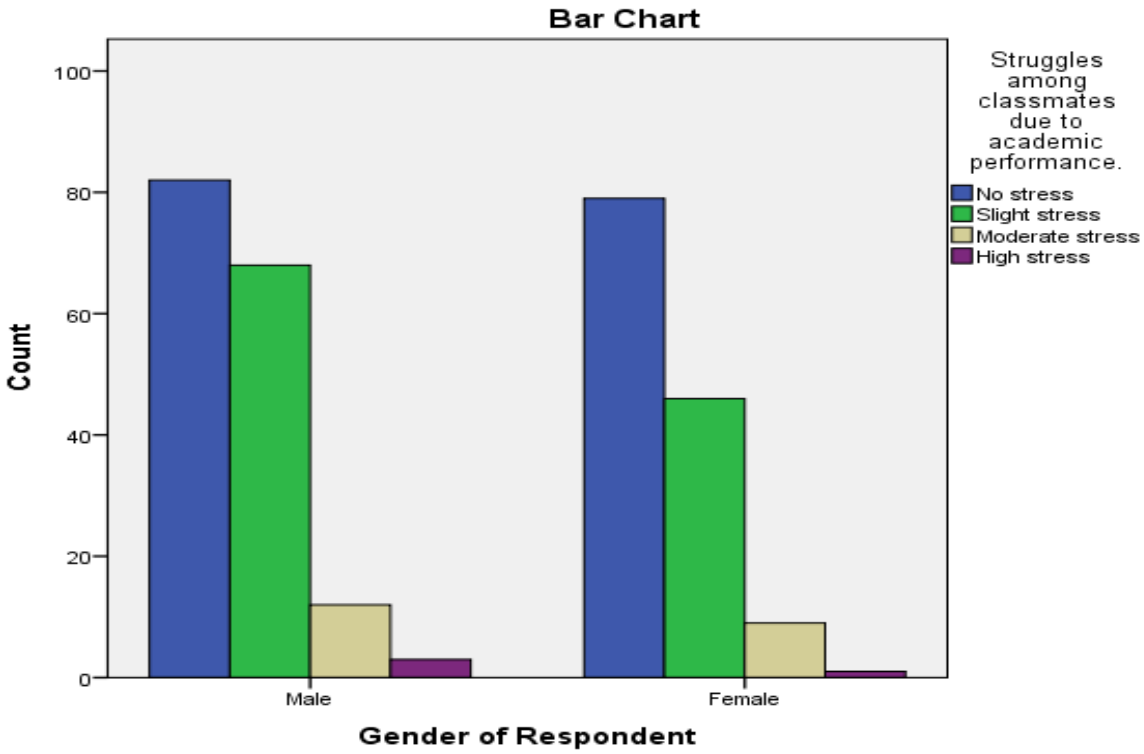

Chart 4.82 Distribution of Respondents' Gender according to Academic Performance

Academic Stress with the attributes of Educational Status

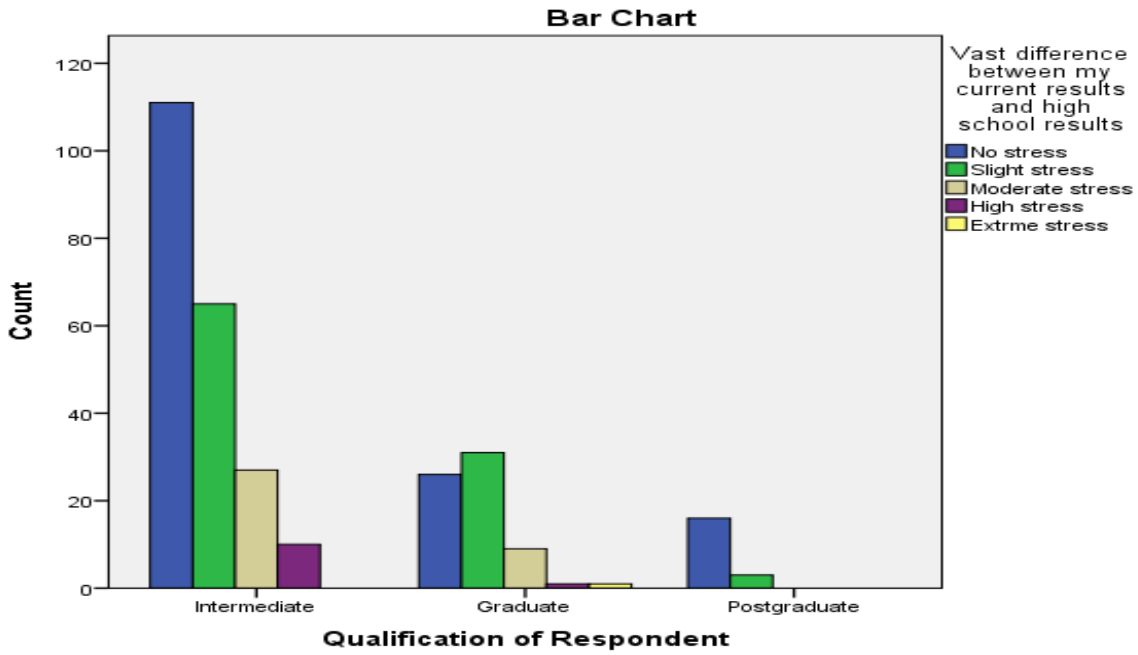

Chart 4.83 Distribution of Respondents Qualification according to Current Results and High School Results

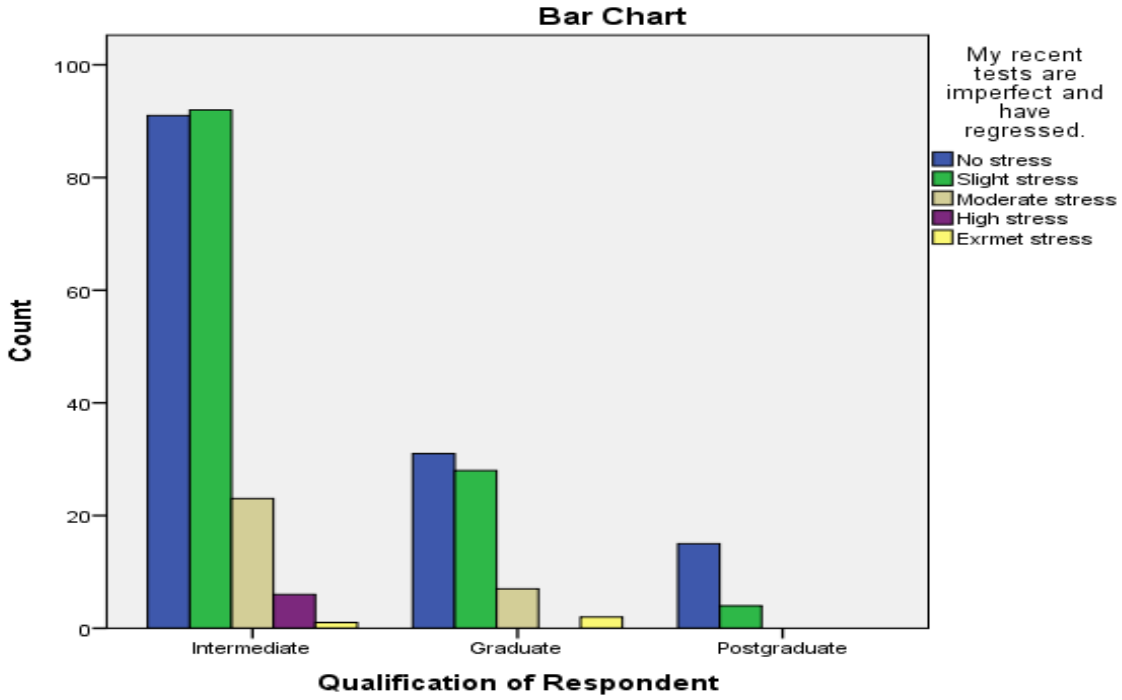

Chart 4.84 Distribution of Respondents Qualification according to Recent Tests is imperfect and has Regressed

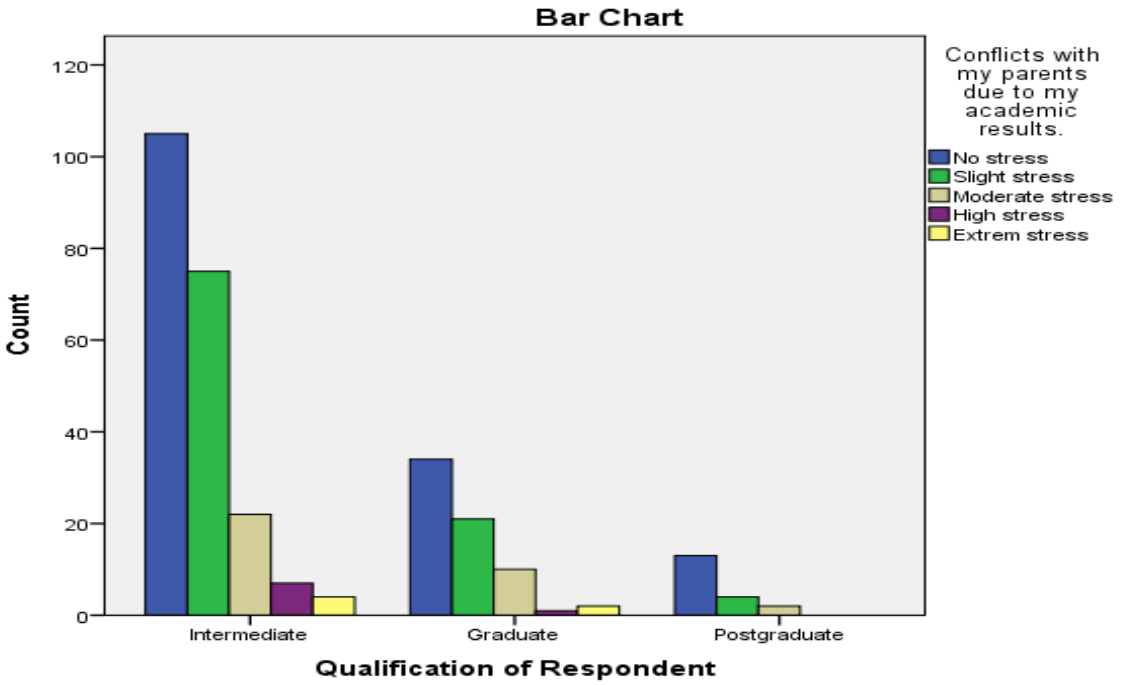

Chart 4.85 Distribution of Respondents Qualification according to Academic Results

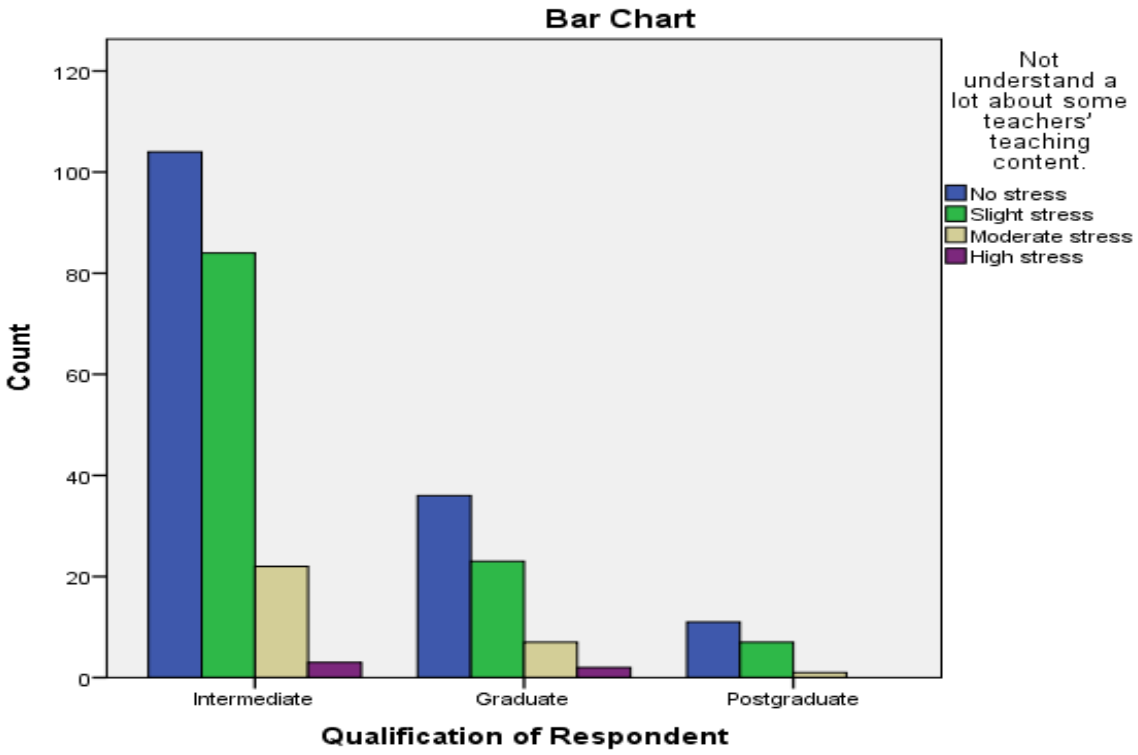

Chart 4.86 Distribution of Respondents Qualification according to Teachers' Teaching Content.

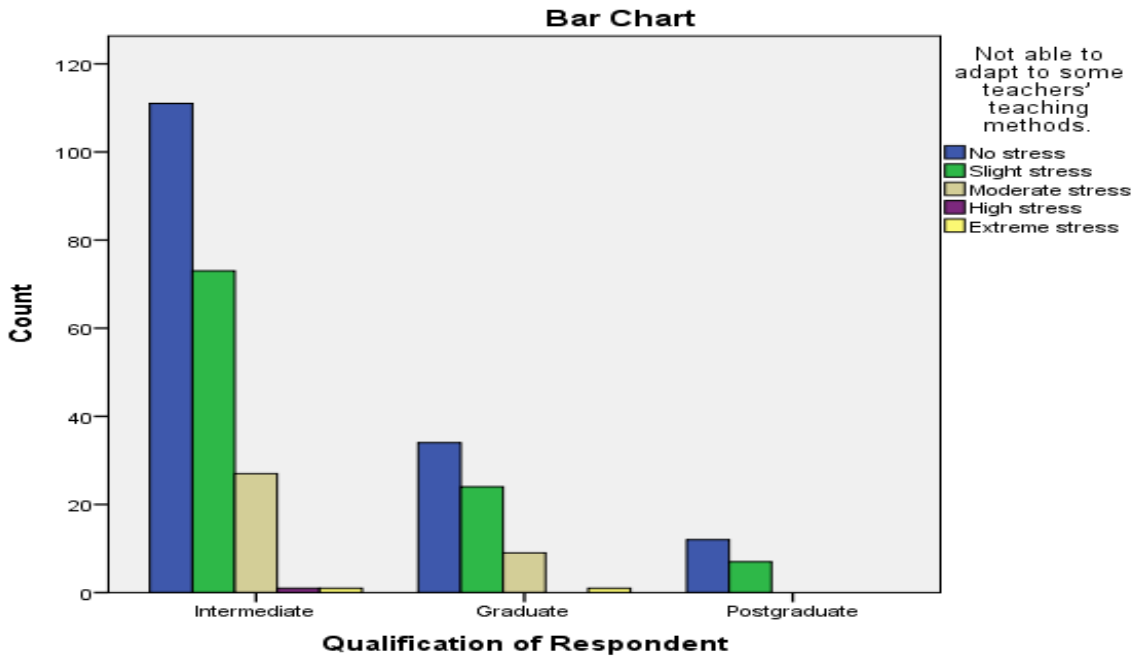

Chart 4.87 Distribution of Respondent Qualification according to Teachers' Teaching Methods

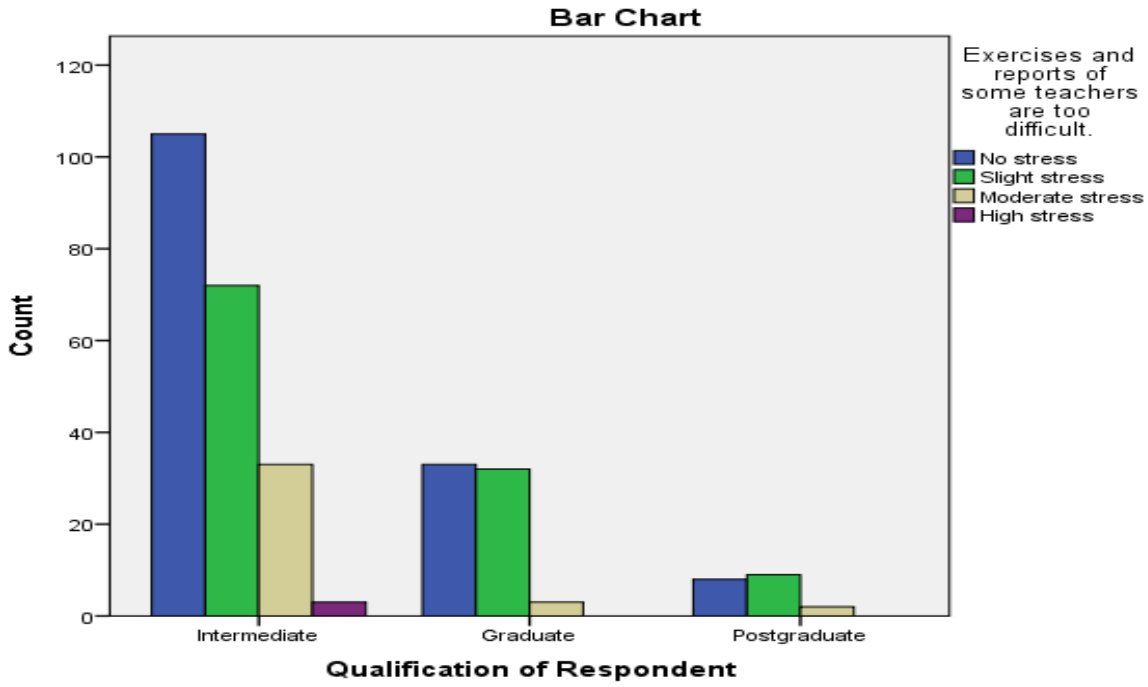

Chart 4.88 Distribution of Respondents Qualification according to Exercises and Reports too Difficult

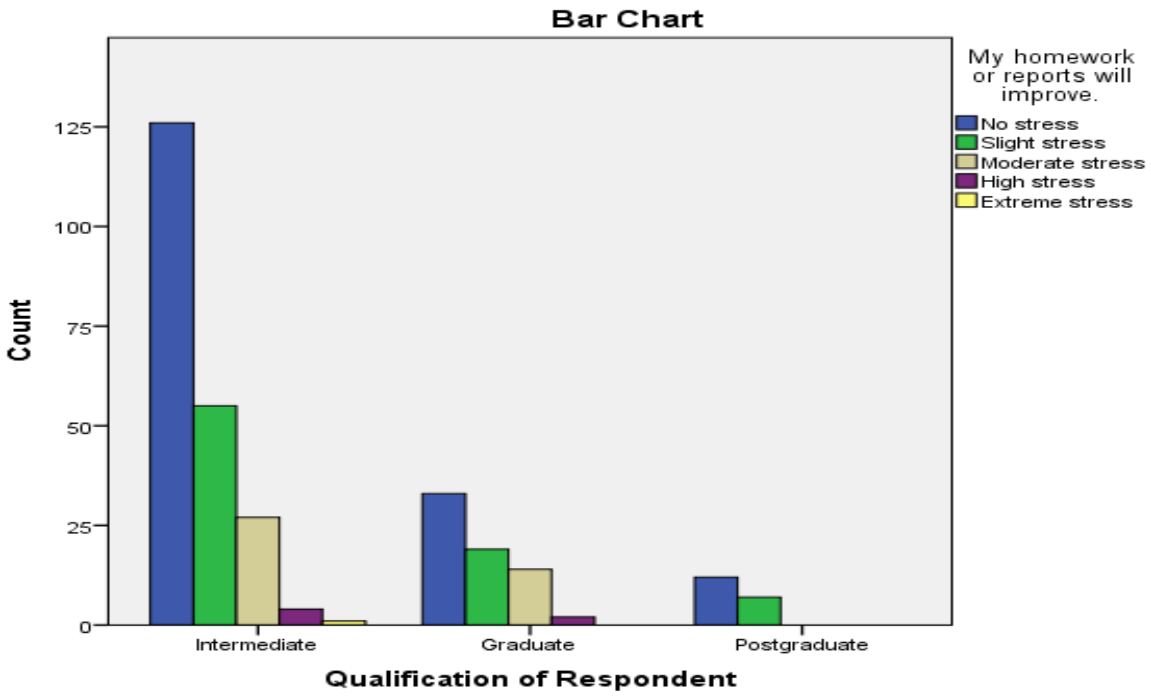

Chart 4.89 Distribution of Respondents Qualification according to Homework or Reports will not improve

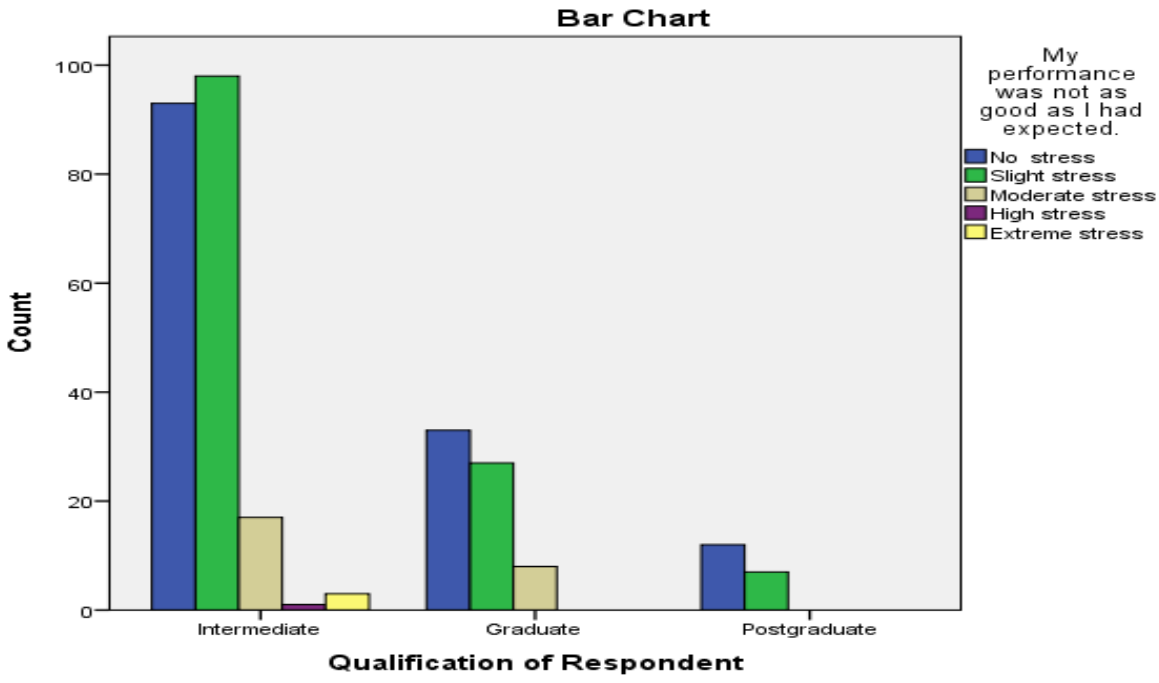

Chart 4.90 Distribution of Respondents Qualification according to Performance was not good

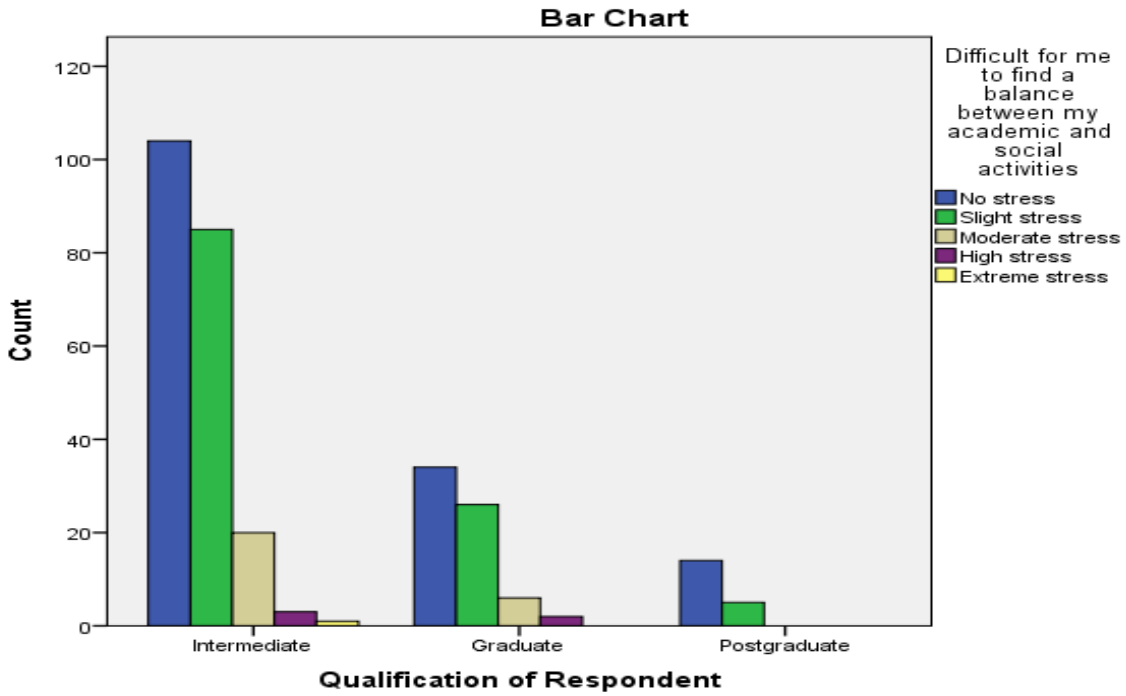

Chart 4.91 Distribution of Respondents Qualification according to Academic and Social activities

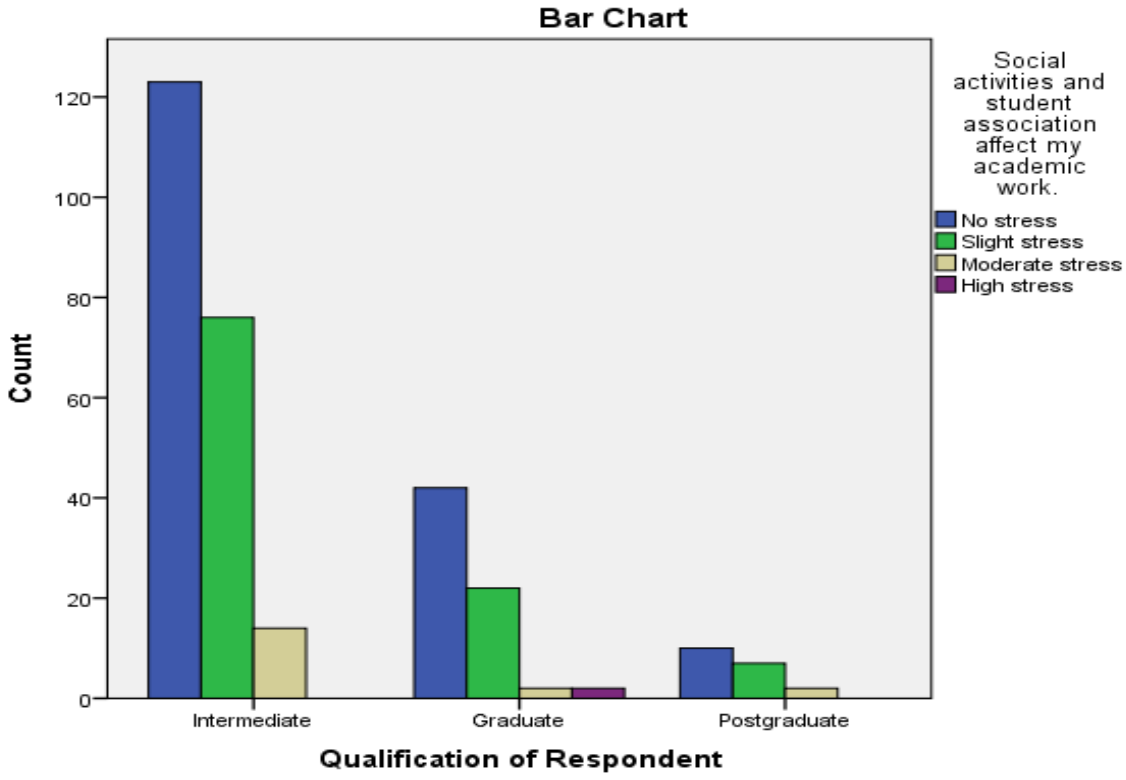

Chart 4.92 Distribution of Respondents Qualification according to Social Activities and Academic Work.

To Test the Hypothesis

H0: there is no significant difference among means of the age of respondents and Academic stress, Course stress, Self stress, Group stress.

Table 4.101 Distribution of Respondents age according to various Stresses

Age / Stress	15-20 yrs. (N=202)		20-25 yrs. (N=88)		25-30 yrs. (N=10)		F Value	P Value
	Mean	SD	Mean	SD	Mean	SD		
Academic Stress	1.7371	.48672	1.6162	.45577	1.6162	.45577	**3.308***	.038
Course Stress	1.6819	.40308	1.6776	.41424	1.5875	.43321	.256	.774
Self Stress	1.6141	.40747	1.5824	.41127	1.4000	.47799	1.380	.253
Group Stress	1.5589	.40872	1.5606	.38079	1.4000	.47799	.116	.890

Significant*

To test the hypothesis, ANOVA test has been applied. The test shows that the calculated F value is 3.308 for academic stress and P value is .038; On the basis of p value, which is less than 0.05, the null hypothesis is rejected and alternate hypothesis is accepted that there is significant difference among means of the age of respondents and academic stress.

In other words, it can be said that the age of the respondents had impact on the academic stress.

To test the hypothesis, ANOVAs test has been applied. The test shows that the calculated F value is .256 for course stress and P value is .774; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the age of respondents and course stress.

In other words, it can be said that age of the respondents has burnt on the course stress.

To test the hypothesis, ANOVAs test has been applied. The test shows that the calculated F value is 1.380 for self stress and P value is .253; On the basis of p value,

which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the age of respondent and self stress.

To test the hypothesis, ANOVAs test has been applied. The test shows that the calculated F value is .116 for group stress and P value is .890; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the age of respondents and group stress.

H0: there is no significant difference among means of the family income students and academic stress, Course stress, Self stress, Group stress.

Table 4.102 Distribution of Respondents Economic Status with the various Stresses

Income / Stress	Lower (N=64)		Middle (N=205)		Higher (N=31)		F Value	P Value
	Mean	SD	Mean	SD	Mean	SD		
Academic Stress	1.6476	.45943	1.6938	.46022	1.7706	.66724	.677	.509
Course Stress	1.6777	.41833	1.6860	.40667	1.6210	.38660	.343	.710
Self Stress	1.5293	.40748	1.6271	.40902	1.5444	.42641	1.676	.189
Group Stress	1.5330	.33782	1.5751	.42946	1.5305	.37374	.363	.696

To test the hypothesis, ANOVA test has been applied. The test shows that academic stress of community college students the calculated F value is .677 for academic stress and P value is .509; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the family income students and academic stress.

In other words, it can be said that the family income had no bear with the academic stress.

To test the hypothesis, ANOVAs test has been applied. The test shows that course stress of community college students, the calculated F value is .343 for course stress and

P value is .710; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the family income students and course stress.

In other words, it can be said that the family income had no bear with the course stress.

To test the hypothesis, ANOVAs test has been applied. The test shows self stress of community college students, the calculated F value is 1.676 for self stress and P value is .189; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the family income students and self stress.

In other words, it can be said that the family income had no bear with the self stress of community college students.

To test the hypothesis, ANOVAs test has been applied. The test shows that the calculated F value is .363 for group stress and P value is .696; On the basis of p value, which is more than 0.05, the null hypothesis is accepted that there is no significant difference among means of the family income students and group stress.

In other words, it can be said that the family income has no bear with the group stress.
As a whole, it can be said that family income has no effect on the various stressors of the study. The students of various family backgrounds feel the same stress.

H0: there is no significant relationship among the performance of the students and the various stress indicators.

Table 4.103 Relationship among the Performance of the Students and the various Stress Indicators

Descriptive Statistics			
	Mean	**Std. Deviation**	**N**
Academic stress	1.6919	.48447	300
Performance	2.0433	.79387	300
Course stress	1.6775	.40631	300
Self stress	1.5977	.41141	300
Group stress	1.5615	.40534	300

Correlations						
		Academic stress	**performance**	**Course stress**	**Self stress**	**Group stress**
Academic stress	Pearson Correlation	1	.005	.357**	.405**	.310**
	Sig. (2-tailed)		.933	.000	.000	.000
	N	300	300	300	300	300
performance	Pearson Correlation	.005	1	.028	.050	.053
	Sig. (2-tailed)	.933		.630	.386	.356
	N	300	300	300	300	300
Course stress	Pearson Correlation	.357**	.028	1	.383**	.370**
	Sig. (2-tailed)	.000	.630		.000	.000
	N	300	300	300	300	300
Self stress	Pearson Correlation	.405**	.050	.383**	1	.490**
	Sig. (2-tailed)	.000	.386	.000		.000
	N	300	300	300	300	300
Group stress	Pearson Correlation	.310**	.053	.370**	.490**	1
	Sig. (2-tailed)	.000	.356	.000	.000	
	N	300	300	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).						

To test the hypothesis correlation test has been applied. The result shows that academic stress has positive relationship with performance of students as well as the course stress shows the same. The self stress has relationship but with weak potential and the same is disclosed by the group stress too. In a nutshell it can be concluded that the performance of the students are affected by the stressors i. e. academic stress, course stress, self stress and group stress.

H0: there is no significant difference between means of the gender of respondents and various stresses i.e. academic stress; course stress; self stress and group stress

Table 4.104 Distribution of Gender of Respondent and the various Stress Indicators

Gender / Stress	Male (N=165)		Female (N=135)		t value	P value
	Mean	SD	Mean	SD		
Academic stress	1.6896	.47909	1.6947	.49276	-.090	.433
Course stress	1.6508	.42266	1.7102	.38441	-1.262	.111
Self Stress	1.5791	.35276	1.6204	.47375	-.864	.030
Group stress	1.5697	.40587	1.5514	.40596	.388	.687

To test the hypothesis, T test has been applied. The test shows that the calculated t value is -.090 for academic stress and P value is .928; calculated t value is -1.262 for course stress and P value is .208; calculated t value is -.864 for self stress and P value is .388 and calculated t value is .388 for group stress and P value is .699. On the basis of p value, which is more than 0.05 in all cases, the null hypothesis is accepted that there is no significant difference between means of the gender of respondents and various stresses i.e. academic stress; course stress; self stress and group stress.

H0: The stressors are not the predictor of performance of the students.

Table 4.105 Stressors and Performance of Student's

Regression

Model: Y= a+bx1+bx2+bx3+bx4+e

Y= performance

X1= academic stress

X2= course stress

X3= self stress

X4=group stress

a= constant

e= error

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.764[a]	.584	.576	.79757
a. Predictors: (Constant), Group stress, Academic stress, Course Stress, Self stress				

The value of R is showing that there is strong correlation among the dependent and independent variables. R Square is showing that the variation in dependent variable i.e. performance of students is explained or caused by the independent variables by 58.4%. .

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.781	4	.195	7.307	.003
	Residual	187.656	295	.636		
	Total	188.437	299			
a. Dependent Variable: performance						
b. Predictors: (Constant), Group stress, academic stress, Course stress, Self stress						

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.150	.247		7.492	.000
	Academic stress	.442	.108	-.026	-.391	.696
	Course stress	.015	.129	.008	.117	.907
	Self stress	-.074	.137	.038	.537	.592
	Group stress	-.078	.135	.040	.581	.562
Dependent Variable: performance						

Model: Y= a+bx1+bx2+bx3+bx4+e

Y= 1.150 + .442x1 + .015x2 -.074 x3-.078 x4 + e

The above model suggest that the academic and course stress have positive impact on the performance of the students whereas self stress and group stress have negative impact on the performance of the students in community college.

CHAPTER -5

SUMMARY AND CONCLUSION

community colleges are the most responsive and job oriented for every people, community college should take on a "residual responsibility for youth" that would involve being available to every youths in the community in order to "advise on academic and occupational opportunities, to offer job oriented classes, to make job placements, to work out individual combinations of employment.

Despite the advancement in technology and management system or governed by the Indian government and other non government organization. We are still lacking proper achievements and goals in the area of education. It is need of the hour we speed up the process of development.

The beginning of 21st century with the advent of internet revolution, emerging technologies, new media, open sources movement and opening up of economies as a result of globalization. As a nation, we cannot fail to appreciate the need for skill-based, work related as well as universal education. The relevance of community colleges to meet the educational aspirations of the community for a wide variety of academic requirements in an economy like that of ours which is progressively moving towards a knowledge economy cannot be ignored. By enhancing access to higher education to student populations, these institutions trigger in a virtuous cycle of egalitarian opportunities, sustained income generation and the consequent improvement in quality of life.

Education is an important tool for empowerment and is necessary for all round development of community. Today the students want job and want to settle immediately without wasting more time. Community colleges have emerged as an alternative medium of education. Under these colleges various courses are running .The students can choose the courses according to their needs. This reduces the stress of achieving excellence and

the skill development also occurs. Community college is the most recent catchy word and is playing a vital role in the education field of our country.

As the subject is of very recent origin of this country so I thought to go for this topic and made it a subject of my research work. The present study is planned to study about the courses, structural curriculum programmed, learning outcomes and success and academic stress, course stress, self stress and group stress of students studying in community colleges.

The study planned on the basis of various objective, (1). To identify the various courses running under the community college, activities and placement areas, (2).To assess the curriculum and structural programme being adopted by the community college to improve the career of the student, (3). To study the learning outcomes and success of the community college student, (4). To determine the student academic stress of community college, (5).To develop a booklet for helping out the student of community college.

Chapter 1 dealt with the introduction part it includes the brief about the community college, history of the community college, the activities of ICRDCE, year wise community college in India, establishment and philosophy of community college, Community Colleges, what is this 'alternative' system of education?, why were community college started?, International Trend of Community, scheme of Community College, the main objectives of the scheme, target/ Eligibility, selection of community college, Governance of Community Colleges, programmes and Curricula in Community Colleges, infrastructure and faculty in community Colleges, Certification and Awards, Credit Calculations, Career Intervention, Curriculum and Structural programme, programme of Community College, Credit System, types of courses preferred by community college, community College of Uttar Pradesh, numbers of ICRDCE-managed community colleges in India, by state, challenges and opportunities, learning outcomes and success, Knowledge outcomes, Attitudes and values outcomes, Behavioral outcomes, Academic Stress, Effects of stress, Coping with stress, A community college is a type of educational institution, The term can have different meanings in different countries:- Community Colleges in India, Community colleges in Australia, Community college in

Canada, Community college in Philippines, Community college in United Kingdom, About the selected community college:- B B A U Community college Lucknow, National P G College Lucknow, Government Polytechnic Lucknow, Kamala Nehru Institute of Physical and Social Science Sultanpur, benefits of the community college.

Chapter 2 dealt with the Review and literature of the study, the different views of authors about the community college was divided in various sections (1). Studies related to Courses, Curriculum and structural programme, (2). Studies related to learning outcomes and success**,** (3) Studies related to Academic stress.

Chapter 3 dealt with the materials and methods as proposed in the Synopsis, a study on "Career intervention and success among students of community college in Uttar Pradesh was conducted for gaining the overall information about the educational structure of community college and find the students learning outcomes through educational experience and their success, performance, courses preferred by community college, job placement, programme of the community colleges and what is the effect of various stress on performance of students. The study encompassed 300 respondents from community college and data was collected from Lucknow and Sultanpur. The community colleges selected in lucknow was Babasaheb bhimrao ambedkar university, National PG college, Government girls polytechnic college and from Sultanpur was Kamala Neharu Institute of physical and social sciences, Locale of study, Study period, Selection of Research Method, Sampling Procedure, Tools and techniques used in the study, Variable of the study, Collection of the data, Analysis of data.

Chapter 4 dealt with the result and discussion of the study, performance of community college student with various stress and statically analysis was done through frequency, percentage, ANOVA, correlation, T test and regression analysis.

5.1 Testing of Hypothesis of the Study

H0:1 there is no significant difference among means of the various course students and academic stress.

It was observed from the table no. 4.25 that there is significant difference among means of the various course students and academic stress, hence null hypothesis is rejected and simultaneously proven.

H0:2 there is no significant difference among means of the various course students and course stress.

It was observed from the table no. 4.26 that there is significant difference among means of the various course students and courses stress, hence null hypothesis is rejected and simultaneously proven.

H0:3 there is no significant difference among means of the various course students and self stress.

It was observed from the table no. 4.27 that there is significant difference among means of the various course students and self stress, hence null hypothesis is rejected and simultaneously proven.

H0:4 there is no significant difference among means of the various course students and group stress.

It was observed from the table no. 4.28 that there is significant difference among means of the various course students and group stress, hence null hypothesis is rejected and simultaneously proven.

H0:5 there is no significant difference among means of the various credit hours and stressors.

It was observed from the table no. 4.46 that there is significant difference among means of the various credit hours and stressors. Hence null hypothesis is rejected and simultaneously proven.

H0:6 there is no significant difference among means of the various programmes and stressors of students.

It was observed from the table no. 4.47 that there is significant difference among means of the various programme and stressors of students, hence null hypothesis is rejected and simultaneously proven.

H0:7 there is no significant difference among means of the age of respondents and Academic stress, Course stress, Self stress, Group stress.

It was observed from the table no. 4.101 that there is significant difference among means of the age of respondents and academic stress, hence null hypothesis is rejected and simultaneously proven.

It was observed from the table no. 4.101 that there is no significant difference among means of the age of respondents and course stress, null hypothesis is accepted.

It was observed from the table no. 4.101 that there is no significant difference among means of age of the respondents and self stress, null hypothesis is accepted.

It was observed from the table no. 4.101 that there is no significant difference among means of age of the respondents and group stress, null hypothesis is accepted.

H0:8 there is no significant difference among means of the family income students and academic stress, Course stress, Self stress, Group stress.

It was observed from the table no. 4.102 that there is no significant difference among means of the family income of respondents and academic stress, null hypothesis is accepted.

It was observed from the table no. 4.102 that there is no significant difference among means of the family income of respondents and course stress, null hypothesis is accepted.

It was observed from the table no. 4.102 that there is no significant difference among means of family income of the respondents and self stress, null hypothesis is accepted.

It was observed from the table no. 4.102 that there is no significant difference among means of family income of the respondents and group stress, null hypothesis is accepted.

H0:9 there is no significant relationship among the performance of the students and the various stress indicators.

It was observed from the table no. 4.103 that academic stress had very weak or less relationship with performance whereas the other stressors i.e. course stress; group stress and self stress have also less related to performance but have more impact than academic stress. In a nutshell it can be concluded that the performance of the students are not related to the stressors.

H0:10 there is no significant difference between means of the gender of respondents and various stresses i.e. academic stress; course stress; self stress and group stress

It was observed from the table no. 4.104 that there is no significant difference between means of the gender of respondents and various stresses i.e. academic stress; course stress; self stress and group stress, null hypothesis is accepted.

H0:11 the stressors are not the predictor of performance of the students.

It was observed from the table no. 4.105 that the academic and course stress have positive impact on the performance of the students whereas self stress and group stress have negative impact on the performance of the students.

5.2 Major finding of the Research

- Majority of the respondents 67.3% were in the age group 15-20years and minimum of the respondents 3.3% were in the age group 25-30 years in community college.
- Gender of the respondents, 55.0% male and 45.0% female were in community college.
- Educational status, 71.0% respondents were done intermediate, 22.7% graduate and 6.3% postgraduate.

- Family income group of the respondents, 21.3% were belonged from low income group family, 68.3% middle and 10% respondents from higher income group family.

- Residence area of the respondents, 61.3% was belonged from urban area and 38.7% were belonged from rural area.

- Enrolment of respondents in community college, 16.7% respondents were enrolled in BBAU, 16.7% in National PG College, 16.7% in Government polytechnic college and 50.0% respondents were enrolled in KNIPSS Sultanpur.
- Courses preferred by the respondents in community college, 16.7% respondents had Dietetics and nutrition, 10.0% Fashion design and garment technology, 16.7% Diploma in office automation and E governance, 16.7% Diploma in Automobile Engineering, 13.3% Diploma in Computer Graphic Animation, (10.0%) Diploma in Sales & Marketing Management, 16.7% Sericulture.

- Courses of community college 67.3% respondents respond highly job oriented, 28.7% less job oriented, 2.3% not job oriented, 1.7% don't know.

- Age group of 15-20 years 16% respondents were enrolled in Dietetics and nutrition, 24% Fashion design and garment technology, 38% Diploma in office automation and E governance, 30% Diploma in Automobile Engineering, 33% Diploma in Computer Graphic Animation, 27% Diploma in Sales & Marketing Management, 34% Sericulture and minimum respondents were enrolled between the age group of 25-30 years.

- Job placement, majority of respondents 76 had opportunity in Government sector, 77 Private sectors, 46 Self finance and 3 don't know about scope of their courses between the age group of 15-20 years.

- Majority between the age group of 15-20 years respondents 129 were always actively participated in their college activity, 63 some time and only 10 respondents never participated in the activities.

- Enrolment of male 5% in Dietetics and nutrition, 2% Fashion design and garment technology, 25% Diploma in office automation and E governance, 50% Diploma in Automobile Engineering, 27% Diploma in Computer Graphic Animation, 28% Diploma in Sales & Marketing Management and 28% Sericulture. Female enrolment in courses of community college was 45% in Dietetics and nutrition, 28% Fashion design and garment technology, 25% Diploma in office automation and E governance, 13% Diploma in Computer Graphic Animation, 2% Diploma in Sales & Marketing Management and 22% Sericulture.
- Courses of community college was 49% male and 68% female in government sector, 74% male and 47% female in private sector, 36% male and 18% female in Self finance and 6% male and 2% don't know about the scope of their courses.

- 102 male respondents were always actively participated in activity, 49 some time and 14 never. Female respondents 85 male respondents were always actively participated in activity, 47% some time and only 3 never interested in participation.

- Majority of 43% respondents had completed their intermediate and enrolled in sericulture 18% had completed their graduation and enrolled in Dietetics and nutrition. 17% respondents had completed post graduation and enrolled in Dietetics and nutrition.

- Educational status about the job placement in community college according to intermediate respondents 76% opportunity in Government sector, 87% in Private sector, 47% in self finance, 3% don't know. According to the graduate respondents 28% had opportunity in Government sector, 28% in Private sector, 7% in self finance, 5% don't know, the postgraduate 13% respondents had opportunity in Government sector, and 6% in Private sector.

- Majority of respondents of intermediate 137 always actively participated in college activity, graduate 35 and post graduation 15 respondents were always actively participated in college activity.

- Majority from urban area 36 respondents enrolled in Diploma in office automation and E governance and from rural area 27 respondents enrolled in Diploma in Computer Graphic Animation.

- A majority 74 respondent from the urban area has opportunity for job placement in Government sector and a 52 respondent from the rural area has opportunity for the job placement in private sector.

- Majority of respondents 119 from the urban area were always actively participated in college activity and 68 respondents from the rural area were always actively participated in college activity.
- Majority of 17% respondents were in sericulture belonged from lower income group, 38% respondent in both Dietetics and nutrition, Diploma in office automation and E governance belonged from middle family income group and only 8% respondents were in sericulture belonged from higher income group in community college.

- Courses in BBAU majority of 29% respondents had opportunity of job placement in government sector, 23% private sector in National PG College, 31% private sector in Government Polytechnic College and 64% government sector in KNIPSS Sultanpur.

- Courses preferred by community college, 50 respondents were enrolled in Dietetics and nutrition in BBAU, 50 respondents were enrolled in Diploma in office automation and E governance in National PG College, 50 respondents were enrolled in Diploma in Automobile Engineering in Government Polytechnic college and 30 respondents were in Fashion design and garment technology, 40 respondents were in Diploma in Computer Graphic Animation, 30 respondents were in Diploma in Sales & Marketing Management, 50 respondents were enrolled in sericulture in KNIPSS Sultanpur.

- Majority of 33 respondents of BBAU were always actively participated in activity, 27 respondents of National PG College were some time participated, 26 respondents of Government Polytechnic college were some time participated and 106 respondents of KNIPSS Sultanpur were always actively participated in college activity.

- Majority 72 of respondents were attending the community college with the purpose of skill for a new job between the age group of 15-20 years, 32 of respondents were attending the community college with the purpose of skill for a new job between the age group of 20-25 years and 9 of respondents were attending the community college with the purpose of skill for a new job between the age group of 25-30 years.

- Majority of 69 male respondents were attending the college for skill of new job and 44 female respondents attending the college for skill of new job.

- Majority of 71 intermediate respondents were attending the community college for purpose of skill for a new job, 31 graduate and 11 postgraduate respondents were also attending the community college for skill of new job.

- 61 urban respondents were attending the community college for the purpose of skill for a new job, 42 current advancement, 45 personal interest, 36 attending for improve basic skill. And 52 rural respondents were attending the community college for the purpose of skill for a new job, 20 for current advancement, 29 personal interest, 15 respondents were attending the community college with the purpose of improve their basic skill.

- Majority of 26 BBAU respondents were attending the college for the purpose of Skill for a new job, 19 National PG College respondents were attending the college for current advancement, 20 Government Polytechnic college respondents were attending the college for the purpose of Skill for a new job and 55 KNIPSS Sultanpur respondents were also attending skill for new job.

- The programme of community college 10 respondents was enrolled in certificate courses, 23 respondents were enrolled in diploma and 66 respondents were enrolled in advance diploma programme.

- The programme, 9.7% respondents had 3 month duration of the certificate progamme, 23.7% had 1year duration of the programme, and 66% respondent had 2 year duration of their programme.

- Majority 41.7% of respondents were spending the hours in class between 1-5 hrs in a week.
- 36.7% respondents had between 25 to 30 strength of the class in community college and 63% respondents had above 45 strength of the classes in community college.
- Majority 64.3% of respondents were always convenient classes scheduled of community college.
- Majority of 54.3% respondents always had adequate computer lab in community college.
- Majority of 68% respondents were always developing the skill of vocational education in community college.
- Majority of 57% respondents were always community college had facilitating power point presentation in the classroom.
- Majority of 48.7% respondents were welling for again enrolled in community college.
- Majority of 72.3% respondents had acquiring knowledge and skill applicable to a specific job or type of work in community college.
- Majority of 75.3% respondents had gaining information about career opportunities in community college.
- Majority of 65.3% respondents had developing clearer career goal in community college.
- Majority of 65.3% respondents had becoming acquainted with different fields of knowledge in community college.
- Majority of 66.0% respondents had agreed to diagnose their problem without having to consult.

- Majority of 60.0% respondents had apply the apply skills learned in community college to a job situation outside of class.
- Majority of 66.0% respondents had agreed to the practice procedure without supervision.
- Majority of 61.0% respondents had agreed to present ideas and information effectively in speaking to other.
- Majority of 69.7% respondents had developing abilities to the understand another language.
- Majority of 69.0% respondents had understanding himself abilities and interest.
- Majority of 69.7% respondents had to talk instructor about current events campus activities in community college.
- Majority of 69.7% respondents had clearer own values and ethical standards.
- Majority of 116 respondents between age group 15-20 years had no stress from homework or report in community college, 50 respondents between age group 20-25 years had no stress and 5 respondents between age group 25-30 years had no stress from homework or report.
- Majority of 94 respondents between age group 15-20 years had slight stress from performance were not good as expected, 44 respondents between age group 20-25 years had no stress and 6 respondents between age group 25-30 years had no stress.
- Majority of 102 respondents between the age group of 15-20 year had no stress from nervousness to make a speech or give a presentation, 45 respondents between age group 20-25 years had no stress and 7 respondents between age group of 25-30 years had no stress from the presentation.
- Majority of 101 respondents between the age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 7 respondents

between the age group of 25-30 years had no stress from the many courses of community college.

- Majority of 97 respondents between the age group of 15-20 years had no stress, 48 respondents between age group of 20-25 years had no stress and 7 respondents between the age group of 25-30 years had no stress from Difficulties to find a balance between academic and social activities.

- Majority of 115 respondents between age group 15-20 years had no stress from social activities and student association for academic work, 52 respondents between age group 20-25 years had no stress and 8 respondents between age group of 20-30 years had no stress from social activities and student association.
- Majority of 102 respondents between age group of 15-20 years had no stress, 34 respondents between age group of 20-25 years had slight stress and 6 respondents between the age group of 25-30 years had no stress from foreign language.

- Majority of 98 respondents between age group of 15-20 years had no stress, 47 respondents between age group of 20-25 years had no stress and 6 respondents between the age group of 25-30 years had no stress from teaching content.

- Majority of 108 respondents between age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from the teachers' teaching methods.

- Majority of 96 respondents between age group of 15-20 years had no stress, 44 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from the speed of teachers' instruction.

- Majority of 95 respondents between age group of 15-20 years had no stress, 46 respondents between age group of 20-25 years had no stress and 5 respondents between the age group of 25-30 years had no stress from teacher's exercises and reports.

- Majority of 133 respondents between age group of 15-20 years had no stress, 70 respondents between age group of 20-25 years had no stress and 10 respondents between the age group of 25-30 years had no stress from not sleep at night because worry about college tests.

- Majority of 100 respondents between age group of 15-20 years had no stress, 46 respondents between age group of 20-25 years had no stress and 7 respondents between the age group of 25-30 years had no stress from the current results and high school results.

- Majority of 97 respondents between age group of 15-20 years had no stress, 49 respondents between age group of 20-25 years had no stress and 6 respondents between the age group of 25-30 years had no stress from conflicts with parents due to academic results.
- Majority of 111 male respondents had no stress and 102 female respondents had no stress from college test.

- Majority of 84 male respondents had no stress and 69 female respondents had no stress from the current results and high school results.

- Majority of 90 male respondents had no stress and 62 female respondents had no stress from the academic results.

- Majority of 88 male respondents had no stress and 54 female respondents had no stress from the foreign language.

- Majority of 85 male respondents had no stress and 66 female respondents had no stress from teachers' teaching content.

- Majority of 88 male respondents had no stress and 69 female respondents had no stress from teachers' teaching method.

- Majority of 80 male respondents had no stress and 65 female respondents had no stress from speed of the teachers' instruction in community college.

- Majority of 80 male respondents had no stress and 66 female respondents had no stress from exercises and reports.

- Majority of 99 male respondents had no stress and 72 female respondents had no stress from homework or report.

- Majority of 74 male respondents had slight stress and 65 female respondents had no stress from the performance.

- Majority of 87 male respondents had no stress and 67 female respondents had no stress from the nervousness to make a speech or give a presentation.
- Majority of 78 male respondents had no stress and 74 female respondents had no stress from the many courses that out of breath.
- Majority of 84 male respondents had no stress and 68 female respondents had no stress from difficult to find a balance between academic and social activities.

- Majority of 97 male respondents had no stress and 78 female respondents had no stress Social activities and student association affect the academic work.

- Majority of 108 male respondents had no stress and 81 female respondents had no stress Social activities and student association affect the academic work.

- Majority of 82 male respondents had no stress and 79 female respondents had no stress from Struggles among classmates due to academic performance.

- Majority of 111 intermediate respondents had no stress, 26 graduate respondents had no stress and 16 postgraduate respondents had no stress from the difference of current results and high school results.

- Majority of 92 intermediate respondents had slight stress, 31 graduate respondents had no stress and 15 postgraduate respondents had no stress from Recent tests are imperfect and have regressed.

- Majority of 105 intermediate respondents had no stress, 34% graduate respondents had no stress and 13 postgraduate respondents had no stress from conflicts with parents due to academic result.

- Majority of 104 intermediate respondents had no stress, 36 graduate respondents had no stress and 11 postgraduate respondents had no stress from some teachers' teaching content.

- Majority of 111 intermediate respondents had no stress, 33 graduate respondents had no stress and 14 postgraduate respondents had no stress from some teachers' teaching method in community college.

- Majority of 126 intermediate respondents had no stress, 33 graduate respondents had no stress and 12 postgraduate respondents had no stress from homework or report.
- Majority of 98 intermediate respondents had slight stress, 33 graduate respondents had no stress and a 12 postgraduate respondents had no stress from performance were not as good as expected.

- Majority of 104 intermediate respondents had no stress, 34 graduate respondents had no stress and 14 postgraduate respondents had no stress from balance between academic and social activities.

- Majority of 123 intermediate respondents had no stress, 42 graduate respondents had no stress and 10 postgraduate respondents had no stress from Social activities and student association affect academic work.

- Majority of 115 intermediate respondents had no stress, 34 graduate respondents had slight stress and 12 postgraduate respondents had no stress from academic result.

5.3 Recommendation and Implication

The present research is focusing on career intervention and success among student of community college in Uttar Pradesh. Implication and recommendation of the research discussed below

- Although the provision of community college is very fruitful option for the socio economic growth and development of the nation as well as for curriculum of individual, it was found so limited to the urban areas only. Since the provision of community college is new in the Indian context, it is far away from the access of common men, especially in rural areas. Therefore there is an urgent need for advertising the concept of community college on a mass level, so that a larger population can reach to the new prospects of their curricular growth and development and help in the gross development of the nation. Multimedia can help on a broad level in this context. Central govt. should provide more funding and policies on state and district level.

- Since the problem of unemployment and education is more prevalent in rural and slum areas of the nation, it is mandatory to establish and develop such programme in rural areas. State govt. should provide proper funding and necessary skill development training programs for unemployed population for their professional development.

- National recognition for the community college system is required. Vertical mobility of the community college students through the Open Universities and conventional Universities with the three tier system: Diploma, Associate degree and Degree.

- Funds, Stipends and Scholarships should be provided to the disadvantaged sections of society in community college.

- Community Colleges should be established in educationally backward districts with emphasis on soft skills development. Setting up the Community colleges can go a long way for correcting the regional imbalance in the system of Higher Education.

- Institutions of repute can adopt neighboring villages and open Community Colleges to promote vocational / skills training and pre college Training / bridge courses.

Implications of the study

- A booklet on community college will help the student for making their career and I am included the different courses of community colleges, aim of community college, credit calculation, name of the community college in UP, number of ICRDCE managed community college in India by state, community college in different countries and as well as benefits of community college for the student.

- In the study author try to give the information about community college to the society.

  The courses of community college help the making a career and there is no any age bounding, community college provide low fees admission which are helpful of those people who belong from poor economic status in the society and they can't able to reach for higher education. Author only wants that underprivileged, poor rural, poor urban people take the admission in any community college situated in UP, INDIA and other countries and achieve their goal.

- Author tries to give the information about the job placement by the courses of community college which are really helps to provide a employability of the people in the society

5.4 Limitation of Study

1. There is a less number of community college in U.P.

2. People are not aware about community college and the courses which are running in the college /Universities.