



# तंत्रशिक्षण संचालनालय, महाराष्ट्र राज्य,

३, विद्यालयीका मार्ग, पत्र पेटी क्रमांक १९६७, मुंबई ४०० ००१.

दूरध्वनी - २२६२०६०१, २२६९०६०२, २२६४११५०/५१, फैसल - २२६९२१०२.

गोपनीय - EDUTECH E-mail : desk10@dtc.org.in Internet : www.dte.org.in

परिचय

क्रमांक : १०/प्रक्रमांचल/योजना/२०१३/शा ७३६८

दिनांक :

१८ MAY २०१३

प्रभाग,

सहसंचालक,

संत्रशिक्षण विभागीय कार्यालय,

अमरावती/ औरंगाबाद/मुंबई/ नागपूर/ नाशिक/ पुणे

**विषय :** Grant in Aid for setting up ३५ Model Skill Centres to institutionalize National Vocational Education Qualification framework (NVEQF) Government & Government aided Polytechnics

**संदर्भ :** शासन पत्र क्र. टीईडी २०१३/ (२२/१३) तांत्रि ५, दिनांक १८.५.२०१३  
सोबतचे अखिल भारतीय तंत्रशिक्षण परीषदेचे पत्र दिनांक २६.५.२०१३

उपरोक्त विषयाचे संदर्भाब्धीन पत्रे कृपया पहावोत.

सदर प्रशास्या अनुयोगाने काळविण्यात येते को, नेशनल कॉर्केशनल एज्युकेशन कॉर्पोरेशनकेराने क्रेमवक्ता या योजनेबाबतचे संपूर्ण याहीती परिचयेचा संकेतस्थळ (www.dte-india.org>vocationaleducation ) and (www.aicte-india.org>communitycolleges) वर उपलब्ध आहे. तसेच या संचालनालयाच्या संकेत स्थळावर (www.dte.org.in) वरही उपलब्ध करून देण्यात येत आहे. आहे, तरी, आपलन्हा अधिगत्याखालील सर्व संवेदीत शासकीय असारकीय अनुदानित तंत्रानिकंतमापद्ये सदर योजना राबविण्यावतच्या हेलने तात्काळ कार्यवाही करण्याबाबतच्या सूचना आपल्या स्तरावरून तात्काळ देण्यात याच्यात.

१८५१९  
१९०१९  
३१५१९  
१८५१९  
१९०१९  
३१५१९

संवेदीकृत कार्यालय अमरावती.

पत्र क्र. २२५३ तिथ. २५५१९३

१८५१९  
( डा. सुभाष महाजन )  
प्र. संचालक, संत्रशिक्षण, म.रा., मुंबई

प्रति,

मां प्रधान सर्विच, महाराष्ट्र शासन, उच्च व तंत्रशिक्षण विभाग, मंत्रालय, विस्तार भवन, मुंबई ३२ यांना स्पांच्या संदर्भाब्धीन पत्राच्या अनुयोगाने याहीतीसत्य संकेतव सादर

महत्वाचे

सहसंचालक, संत्रशिक्षण, विभागीय कार्यालय, अमरावती  
क्र.विकाा/शिक्षण/योजना/२०१३/ १६००  
दिनांक : २५१०६१२०७३

प्रति,

प्राचार्य,  
सर्व शासकीय असारानित तंत्रनिकेतन संस्था.

त्यांना काळविण्यात येते की उपरोक्त पत्रात नमूद केल्याप्रमाणे तात्काळ कार्यवाही करावी.

S.Pasuban  
सहसंचालक संत्रशिक्षण  
अमरावती

प्रतिलिपी : प्रक्रिया योजक, संत्रशिक्षण विभागीय कार्यालय, अमरावती यांना संकेतस्थळी टाकण्याकरीता.

# अखिल भारतीय तकनीकी शिक्षा परिषद् ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

(भारत सरकार का एक सांविधिक निकाय)  
(A STATUTORY BODY OF THE GOVT. OF INDIA)

F.No.1-29/CM/AICTE/2012

पंत्र प्राप्ति दिनांक : November 2012

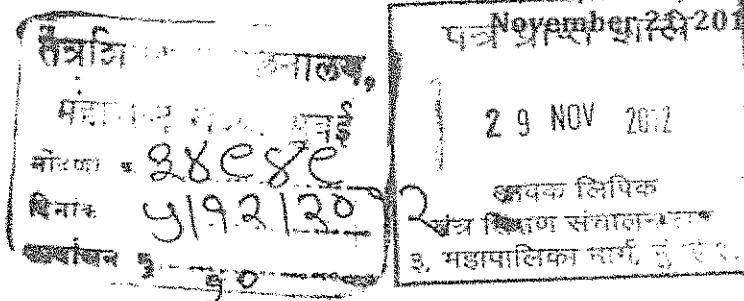
डॉ. एस. एस. मंथा

अध्यक्ष

Dr. S.S. Mantha

Chairman

Dear Madam/Sir,



AICTE has launched the National Vocational Education Qualification Framework (NVEQF) for AICTE approved Engineering Colleges, Polytechnic and other Non-AICTE approved colleges on October 08, 2011 by the then Hon'ble HRM, GOI, Sh Kapil Sibal.

Under the proposed Framework a student may get Vocational Diploma and /or Degree (Bachelor Vocation) (B.Voc) depending on the accumulated credits by undergoing various modules at levels through 1-7 and getting satisfactory completion certificates from the Skill Knowledge Providers (SKPs).

AICTE, on its part, has identified 12 vocational education sectors and organized focused workshops for the development of a precise Vocational Education Qualification Framework for the sectors like Automobile, IT, ITeS, Telecom, Media, Entertainment, Tourism, Hospitality, Construction, Infrastructure, Agriculture and Paramedical.

Subsequent to discussions and deliberations in these workshops, core groups were constituted with the task to develop course curriculum for different levels.

The framework has been designed after analyzing the prevalent demographics, skills required and its implications as well as the opportunities that could be made available to the student population and with the objective of making India the 'Skills capital of the world'. 'Quality assurance', is a need that is built into this concept of National Vocational Education Qualification frame work. This framework provides multi-point entry and exit between normal education, vocational education and the job markets.

## Objectives

- To create a skilled and productive workforce that matches international standards of quality and productivity through integration of vocational education and training with the main stream/s of education or a Diploma.
- To facilitate grey, blue and rust collared workforce to enhance and to improve their skill set and also to enable them to acquire university level degree or a Diploma.

061-05-2

22/11/2012  
Signature

Page 1 of 2

To further sensitize the State Governments about the basics of National Vocational Educational Qualification Framework (NVEQF), AICTE conducted one day workshops on National Vocational Education Qualification Framework in J & K, Himachal Pradesh, Punjab, Assam, Maharashtra and Kerala. The conferences were organized to familiarize all the Heads of Govt. and Private Universities and for School Education Boards, Degree Colleges, Engineering Colleges, Polytechnic Colleges and ITIs for mainstreaming Vocational Education with the conventional educational system in context of NVEQF. The detailed of the framework is placed at Annexure-I

Whereas the VIII standard pass is required to enter at Level I in NVEQF, any one with no formal education background can enter a Community College where the stress on skills is much more enhanced than education skills. Community Colleges are allowed to run in Polytechnics after 3.00p.m.

You are requested to implement NVEQF and community colleges in the Polytechnics of your state for the benefit of students & society and all other stake holders.

Further details of NVEQF can be located at [www.aicte-india.org>education>vocationaleduation](http://www.aicte-india.org/education/vocationaleduation) and Community Colleges can be located at [www.aicte-india.org>education>communitycolleges](http://www.aicte-india.org/education>communitycolleges)

With regards,

Yours truly,



( S.S.Mantha )

The Director,  
Technical Education,  
Government of Maharashtra,  
3, Mahapalika Marg,  
Post Box No. 1967,  
Mumbai 400 001.

NATIONAL VOCATIONAL EDUCATION QUALIFICATION  
FRAMEWORK (NVEQF)

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

7<sup>TH</sup> FLOOR, CHANDERLOK BUILDING

JANPATH, NEW DELHI - 110 001

## **NVEQF Scheme**

### **Introduction**

All India Council for Technical Education, (AICTE), the apex body for making and maintaining the norms of Technical Education in the country has framed a National Educational Education Qualification Framework (NVEQF) for the polytechnics and Engineering Colleges.

NVEQF is introduced by Government in order to formally integrate vocational education together with its current conventional educational streams across school and higher education space and provide an opportunity and incentive to students to explore a large universe of opportunity.

It is important that a Vocational Educational Qualification Framework is in place that allow cross mobility of standards and their absorption in Industry with certain skill gained over a fixed period of time or their seamless integration into Higher learning that enable them to acquire formal degree and higher skill so that they perform higher level jobs in Industry.

### **Rationale of NVEQF**

- Across sectors and across the country. The Initiative addresses skills in all sectors and areas.
- Short duration, focused and modular programs allow for quick and effective delivery of skills training. This allows a person to become productive relatively quickly at younger age. The modular approach also means that he can add on to his portfolio of skills for vertical and horizontal progression. At the same time the content is focused to allow for dissemination of only relevant skill. The duration is decided taking into account the objectives and content of the constituent programs. Amongst other things it would be based on Employer-Employee needs, availability of Infrastructure and Equipment, Characteristics of the Training Content, etc
- Programmes of varied durations ranging from short courses to more protracted ones, depending on the skill and the requirements at particular certificate level.
- The practical hands on skills for delivery in the local language, thereby allowing for provision of local trainers, congenial and effective delivery.
- The delivery of the program is flexible it could be full day, half day or week end programs. This would again be decided on availability of candidate's spare time, availability of training infrastructure and spare capacities, etc.
- Training could be delivered through a network of centres that could include Technical and Non-Technical Schools and Colleges, Industry centres, Training Organizations, Services. In addition, for practical training, laboratories of industries could be used as Training Sites for skill enhancement, where required.

Framework options for a student

Certification Level	Normal Qualification	Case I		Case II	
		Vocational Qualification	Certifying Body	Vocational Qualification	Certifying Body
7	3 <sup>rd</sup> yr bachelors	Advanced Diploma	Board of Technical Education	Degree	University
6	2 <sup>nd</sup> yr bachelors				
5	1 <sup>st</sup> yr bachelors	Diploma	Board of Technical Education		
4	Higher Secondary School Grade XII			Grade XII	School Board
3	Higher Secondary School Grade IX			Grade XI	School Board
2	Secondary School Grade X	Grade X	School Board	Grade X	School Board
1	Secondary School Grade IX	Grade IX	School Board	Grade IX	School Board

**GENERAL SCHEME OF STUDIES**

There shall be Seven Certificate level; each level will have following distribution for General and Vocational education -

**Contact Hours for Vocational & General Education**

Certificate Level	Vocational	Academic	
		200-300	700-800
1		200-300	700-800
2		200-300	600-700
3		300-400	600-700
4		300-400	600-700
5		400-500	500-600
6		500-600	400-500
7		600-700	300-400

- o Internal distribution of teaching hours for each subjects to be done by concerned board/university as per the need
- o The medium of instruction in general shall either be English or Hindi.
- o For any clearification at level I to IV of General Content, Syllabus of C.B.S.E. may be refere
- o The Given contents are indicative one and concerned Boards/ University may make desirable changes as per the focal needs
- o The evaluation of Vocational part shall be done by respective SKPs and shall abord grades on five point scale.
- o The concern institutes shall forward the grade to Board/University for the purpose of issuing Level Certificate.
- o The available sectors and specialization for the certification along with available General content for the sector are as under -

**SKILL SECTORS/SPECIALISATIONS AND AVAILABLE GENERAL CONTENT**

No.	Sector	Specialisation	Available General Content
I	Automobiles	1 Engine Testing 2 Vehicle Testing 3 Vehicle Quality 4 Auto Electricals and Electronics 5 Farm Equipment and Machinery	Science Stream
II	Entertainment	1 Theatre and Stage Craft 2 Contemporary Western Dance 3 Theatre studies 4 Acting	Arts Stream
III	Information Technology	1 Software Development	Science Stream
IV	Communications		Science Stream

		1	Mobile Communication	Commerce Stream
V	Economics and Finance	1	Retail	
		2	Banking	
		3	Financial Planning	
		4	Financial Services	
		5	Logistics	Science Stream
VI	Agriculture	1	Farm Machinery and Power Engineering	
		2	Green House Technology	
		3	Renewable Energy	
		4	Processing and Food Engineering	
		5	Soil and Water Conservation	Science Stream
VII	Construction	1	Building Technology	
VIII	Applied Arts	1	Fashion Technology	Arts Stream
		2	Interior Design	
		3	Jewellery Design	
		4	Apparel Sector	

			Commerce Stream
IX	Travel and Tourism		
		1 Tourism	
X	Printing and Publishing		
		1 Printing Technology	
XI	Paramedical and Healthcare		Science Stream
		1 Cardiology	
		2 Neurology	
		3 Radiography	
		4 Emergency Medical Services	
		5 Laboratory	
		6 Operation Theater	
		7 Optometry	
		8 Medical Record Science & Health Information	
		9 Endoscopy	
		10 Anesthesia and Critical Care	
		11 Renal Dialysis	
		12 Blood Bank	

SAMPLE

NATIONAL VOCATIONAL EDUCATIONAL QUALIFICATION FRAMEWORK (NVEQF)  
SECTOR: TRAVEL AND TOURISM

SPECIALIZATION: TOURISM: NVEQFT&SII

CERTIFICATE LEVEL-I

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L_1 All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	SOFT SKILLS	25		SUBJECT OF STUDIES THE LANGUAGES WILL BE FROM THE FOLLOWING WITH THE FOLLOWING STRUCTURE (ANY TWO) HINDI, ENGLISH, ASSAMESE, BENGALI, GUJARATI, KANNADA, KASHMIRI, MARATHI, MALAYALAM, MANIPURI, ORIYA, PUNJABI, SINDHI, TAMIL, TELUGU, URDU, LEPCHA, LIMBU, BHUTIA, SANSKRIT, ARABIC, PERSIAN, FRENCH, GERMAN, PORTUGUESE, RUSSIAN, SPANISH, NEPALI, TIBETAN AND MIZO, TANGKHUL AND BODO. (DETAIL CONTENT AT L_1 Language)	140
2.	INTRODUCTION TO TOURISM- (I)	25		LANGUAGE I LANGUAGE II	140
3.	TOURISM BUSINESS- (I)	50		MATHEMATICS (DETAIL CONTENT AT L_1 General_Ed)	140
				SCIENCE (DETAIL CONTENT AT L_1 General_Ed)	180

4.		INDIAN SOCIETY AND CULTURE-I	50	SOCIAL SCIENCE (DETAIL CONTENT AT L_I_General_Ed)	180
S.	FAM TOUR	50			
	TOTAL VOC CONTENT	200		TOTAL GENERAL CONTENT	780
	GRAND TOTAL			980 HRS.	

**SPECIALIZATION: TOURISM: NVQFT&SI/I/II**

**CERTIFICATE LEVEL-II**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L_1 All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	SOFT SKILLS (II)	30		SUBJECT OF STUDIES THE LANGUAGES WILL BE FROM THE FOLLOWING WITH THE FOLLOWING STRUCTURE (ANY TWO) HINDI, ENGLISH, ASSAMESE, BENGALI, GUJARATI, KANNADA, KASHMIRI, MARATHI, MALAYALAM, MANIPURI, ORIYA, PUNJABI, SINDHI, TAMIL, TELUGU, URDU, LEPCHA, LIMBU, BHUTIA, SANSKRIT, ARABIC, PERSIAN, FRENCH, GERMAN, PORTUGUESE, RUSSIAN, SPANISH, NEPALI, TIBETAN AND MIZO, TANGKHUL AND BODO. 1. 1. DETAIL CONTENT AT L_2 Language 2. 2. LANGUAGE I LANGUAGE II MATHEMATICS (DETAIL CONTENT AT L_2 General Ed)	140
2.	INTRODUCTION TO TOURISM	50		SCIENCE (DETAIL CONTENT AT L_2 General Ed)	140
3.	TOURISM BUSINESS(II)	70		SOCIAL SCIENCE (DETAIL CONTENT AT L_2 General Ed)	140
4.	INDIAN SOCIETY AND CULTURE- II	50			140
5.	FAM TOUR	50			140
	TOTAL VOC CONTENT	250		TOTAL GENERAL CONTENT	780
	GRAND TOTAL			1030 HRS.	

SPECIALIZATION: TOURISM: NVQ/QT&SI/I/III

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L_1 All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	SOFT SKILLS(III)	30		SUBJECT OF STUDIES I&II TWO LANGUAGES OUT OF FOLLOWING HINDI, ENGLISH, ASSAMESE, BENGALI, GUJARATI, KASHMIRI, KANNADA, MARATHI, MALLYALAM, MANIPURI, ORIYA, PUNJABI, SINDHI, TAMIL, TELUGU, URDU, SANSKRIT, ARABIC, PERSIAN, LIMBOO, LEPCHA, BHUTIA, MIZO, TANGKHUL, BODO, NEPALI, TIBETAN, FRENCH, GERMAN, PORTUGUESE, RUSSIAN AND SPANISH.  (DETAIL CONTENT AT L_3 Language)	120
2.			1.	LANGUAGE I	
			2.	LANGUAGE II	
2.	TOURISM BUSINESS (III)	90		ANY THREE PAPERS OUT OF FOLLOWING (DETAIL CONTENT AT L_3 General Ed Commerce Stream)	
3.	GUIDING SKILLS- I	90		MATHEMATICS	150
4.	TOURISM RESOURCES AND PRODUCTS	90		ECONOMICS	150
5.	FAM TOUR	50		BUSINESS STUDIES	150
				ACCOUNTANCY	150
				ENTREPRENEURSHIP	150
	TOTAL VOC CONTENT	350		TOTAL GENERAL CONTENT	690
	GRAND TOTAL				1040 HRS.

SPECIALIZATION: TOURISM: NVEOFT&SII/IV

CERTIFICATE LEVEL- IV

S.NO	VOCATIONAL CONTENT (Detail Content AT L_AH Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	BUSINESS COMMUNICATION	30		SUBJECT OF STUDIES & II TWO LANGUAGES OUT OF FOLLOWING HINDI, ENGLISH, ASSAMESE, BENGALI, GUJARATI, KASHMIRI, KANNADA, MARATHI, MALAYALAM, MANIPURI, ORIYA, PUNJABI, SINDHI, TAMIL, TELUGU, URDU, SANSKRIT, ARABIC, PERSIAN, LIMBOO, LEPCHA, BHUTIA, MIZO, TANGKHUL, BODO, NEPALI, TIBETAN, FRENCH, GERMAN, PORTUGUESE, RUSSIAN AND SPANISH.	120
			1.	(DETAIL CONTENT AT L_3_Language)	
			2.	LANGUAGE I LANGUAGE II	
2.	SOURCES OF TOURIST INFORMATION	30		ANY THREE PAPERS OUT OF FOLLOWING (DETAIL CONTENT AT L_3_General Ed Commerce Stream)	
3.	TOURISM BUSINESS- (AIRLINE TICKETING)	IV 80		MATHEMATICS	150
4.	TOURISM RESOURCES AND PRODUCTS - II	80		ECONOMICS	150
5.	GUIDING SKILLS	80		BUSINESS STUDIES	150
6.	FAM TOUR/PRACTICAL	50		ACCOUNTANCY ENTREPRENEURSHIP	150
				TOTAL GENERAL CONTENT	600
				GRAND TOTAL	1040 HRS.

**SPECIALIZATION: TOURISM: NEEDS & SIGHTS**

**CERTIFICATE LEVEL- V**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L. All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	FOREIGN LANGUAGE- FRENCH/ GERMAN/ SPANISH	75		SUBJECT OF STUDIES I&II TWO LANGUAGES OUT OF FOLLOWING HINDI, ENGLISH, ASSAMESE, BENGALI, GUJARATI, KASHMIRI, KANNADA, MARATHI, MALYALAM, MANIPURI, ORIYA, PUNJABI, SINDHI, TAMIL, TELUGU, URDU, SANSKRIT, ARABIC, PERSIAN, LIMBOO, LEPCHA, BHUTIA, MIZO, TANGKHUL, BODO, NEPALI, TIBETAN, FRENCH, GERMAN, PORTUGUESE, RUSSIAN AND SPANISH. (DETAIL CONTENT AT L_4 Language)	120
			1.	1. LANGUAGE I	
			2.	2. LANGUAGE II	
2.	ACCOMMODATION SECTOR	50		ANY THREE PAPERS OUT OF FOLLOWING (DETAIL CONTENT AT L. 4 General Ed Commerce Stream)	
3.	GEOGRAPHY AND TOURISM	75		MATHEMATICS	150
4.	TRANSPORTATION MANAGEMENT	50		ECONOMICS	150
5.	BASIC ACCOUNTING	75		BUSINESS STUDIES	150
6.	TOURISM RESOURCES AND PRODUCTS - II	75		ACCOUNTANCY	150
7.	GUIDING SKILLS	50		ENTREPRENEURSHIP	150

8.	FAM TOUR AND PROJECT	50		TOTAL GENERAL CONTINENT	
	TOTAL VOC CONTINENT	500			
	GRAND TOTAL			1040 HRS.	\$40

COMMUNITY COLLEGE SCHEME

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

7TH FLOOR, CHANDERLOK BUILDING

JANPATH, NEW DELHI - 110 001

# Community College Scheme

## Preamble

There are more than 3500 polytechnics and equivalent technical institutions which have potential to provide skill training to millions of youth through their own facilities and or by establishing extension centres in collaboration with ITIs, or Vocational Skill Knowledge providers, NGOs, and other colleges in the Arts Science and Commerce streams. These polytechnics can also render useful services in adoption of appropriate technologies and providing technical and support services to rural people and slum dwellers.

AICTE approved polytechnics are considered to be a viable vehicle for providing the intended services as mentioned above.

The rationale for choosing AICTE approved Polytechnics for the implementation of Scheme of Community Development through Polytechnics is based on the fact that AICTE approved Polytechnics are equipped with the following type of resources:

- Polytechnics are equipped with physical facilities in the form of buildings, lecture halls, laboratories, workshops, hostels etc. which could be used as Knowledge and Skill Centres for rural community and slums dwellers;
- Polytechnics have qualified and trained faculty who can scientifically formulate, implement and monitor community oriented programs and projects especially where the activity of adoption of appropriate technology is involved;
- Polytechnics have technicians and craftsmen whose services can be utilized to some extent for imparting skill training and adoption of appropriate technologies.

Students of Polytechnics could be of tremendous help in making meaningful contribution to community and rural development. Polytechnics can, therefore, render vital assistance in the community development work. This, they can do partly by utilizing their own resources and partly by mobilizing the resources available at the higher technological institutions. The involvement of Polytechnics in implementing the Scheme of Community Development through Polytechnics is need of the hour.

## Scheme Details: Skill Development Training Programmes through Community Polytechnics

In order that the human resource is developed for gainful employment/self employment, the training must be need based, and should provide employable self-employable skills. The purpose of the skill development is to create skilled and knowledge based manpower by empowering them technically so that they can earn their sustainable livelihood.

All training programs should be well-designed through graded exercises, keeping in view the market requirements for various trades. Short term non-formal, modular courses of 3-6 months duration, depending on the local needs and commensurate with the available local resources with proper structures, yet having the desired flexibility to pave the way for self paced open learning mode (OLM), should be offered.

Depending upon local circumstances in some cases Multi-skill training may be offered to make self employment viable in the rural economy. In some of the trades, advance skill course for 3 to 6 months duration may be designed and offered as per the interest of trainees or as per the demands of local companies/industries/market. Preferences may be given to the training courses with technical bias.

#### Objectives of Skill Development Training Programmes:

- Providing basic skills, knowledge and attitudes for self/wage employment to intended beneficiaries in their own villages/communities or nearby areas.
- Imparting entrepreneurial skills for initiating micro/tiny enterprises especially for the rural youth and community.
- Offering skill up-gradation programs in their own fields, or for adoption of appropriate technologies for enhancing their employment prospects e.g. masons may be trained for construction of bio-gas plants, low cost latrines, water storage tanks, ferrocement articles; blacksmith may be trained in welding, fabrication, etc.
- Identifying and conducting special skill training programs for Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons.
- Special training programs on health and hygiene, sanitation and mechanization of sanitary services and skill programs pertaining to liberation and rehabilitation of scavengers may be organized.

#### Features under Skill Development and Training:

The skill development programmes chosen for training shall be based on need assessment survey and felt need of the locality. A lot more emphasis needs to be given to meet the growing demands of the service sector.

Each identified Polytechnic should conduct a survey for identification of priority needs for skill training programs of a cluster of 10 to 20 villages every year. DRDA, NGOs, Voluntary Agencies, Village Panchayats and retired teachers, engineers and other reputed persons should be involved in the process.

The skill programs offered should be flexible and non-formal with open access to all, without any precondition of age, sex and educational qualification.

The identified Polytechnics should target the poor and deprived sections of society in both urban and rural areas specifically Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons.

To facilitate self-employment in service sector, emphasis should be on multi-skill training, while for employment in production centres, training may be given either on specialized designated skills or multi-trades skills depending on needs and requirements.

Possibility of sharing of financial/infrastructural/skill resources available with different institutions/ organizations/agencies may be explored. Infrastructure facilities available in the polytechnics should be utilized in conducting various training programmes.

The infrastructure available in ITIs/Vocational Schools/Colleges/ Technical Institutions wherever available may be utilized for the skill development training programs.

Achievements of the trainees in terms of competencies developed may be done by way of issuing certificates, indicating the level of proficiency the beneficiary has attained through participation in the skill programs. Such certificate issued by the Polytechnics will help the employing agencies in making recruitment.

The identified polytechnics may collaborate with potential employers in their vicinity to awarding certificates to the participants of skill programmes jointly.

The identified Polytechnics should develop a proper feedback mechanism to know the posttraining status of the trainees specifically with regard to their getting self/wage employment.

The major criteria for judging the effectiveness of the training imparted are the rate of employability and the skills attained by the trainees. The polytechnics should start only the need-based skill training programs.

#### NVEQF and Community polytechnics:

Possible recognition of training acquired in a community polytechnic for lateral and vertical mobility to higher education through NVEQF

**The Concept of Community Colleges:**

NVEQF Level	Community College Level	Vocational Skill Building in hrs	General Education in hrs	Total in hrs	Who eligible	is What will be given (Certification) and who will provide
I	I	200	Communication Skills 250	1000	Any	Polytechnics will conduct Board will certify level I
II	II	300	Basic Sciences 250			
III	III	400	Communication Skills 100	1000	Above and any provided the skills at I are certified	Polytechnics will conduct Board will certify level II
IV	IV	400	Basic Sciences 100			
V	V	600	Computing skills 200 Any Foreign language or any other Indian language other than native: 200	1000	Above and any provided the skills at I, II are certified	Polytechnics will conduct Board will certify level III
VI	VI	700	Basic accounting and Book Keeping skills 150 Entrepreneurial Skills, Setup small business etc.150	1000	Above and any provided the skills at I, II, III are certified	Polytechnics will conduct Board will certify level IV
VII	VII	800	Presentation, grooming and finishing skills 200	1000	Above and any provided the skills at I, II, III, IV are certified	Polytechnics will conduct Board will award Community Skill Diploma

SAMPLE

**COMMUNITY COLLEGE (CC)**  
**SECTOR: TOURISM & SERVICE INDUSTRY**  
**SPECIALIZATION: TOURISM & SERVICE INDUSTRY: CCT&SI /TOURLI**

**CERTIFICATE LEVEL-I**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L.AII Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	SOFT SKILLS-I	100	1.	COMMUNICATION SKILLS	250
2.	INTRODUCTION TO TOURISM-	100	2.	BASIC SCIENCES	250
3.	TOURISM BUSINESS-I	100			
4.	INDIAN SOCIETY AND CULTURE	100			
5.	FARM TOUR	50			
6.	INDIAN CULTURE	50			
	TOTAL VOC CONTENT	500		TOTAL GENERAL CONTENT	500
	GRAND TOTAL			1000 HRS.	

**COMMUNITY COLLEGE (CC)**  
**SECTOR: TOURISM & SERVICE INDUSTRY**

**SPECIALIZATION: TOURISM & SERVICE INDUSTRY: CCT&SI/TOUR/LII**

**CERTIFICATE LEVEL-II**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L. All Vocational Ed. Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1	SOFT SKILLS-II	150	1.	COMMUNICATION SKILLS	100
2	TOURISM RESOURCES AND PRODUCTS-I	150	2.	BASIC SCIENCES	200
3	TOURISM BUSINESS - II	150			
4	BUSINESS COMMUNICATION	100			
5	GUIDING SKILLS- I	100			
6	SOURCES OF TOURIST INFORMATION	100			
7	FARM TOUR / PRACTICAL-I	50			
	TOTAL VOC CONTENT	800		TOTAL GENERAL CONTENT	300
	GRAND TOTAL			1100 HRS.	

COMMUNITY COLLEGE (CC)  
SECTOR: TOURISM & SERVICE INDUSTRY

SPECIALIZATION: TOURISM & SERVICE INDUSTRY: CCT&SI/TOUR/LIII

CERTIFICATE LEVEL- III

S.NO	VOCATIONAL CONTENT (DETAILED CONTENT AT L. ALL Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	FOREIGN LANGUAGE- GERMAN/ SPANISH	75	1.	COMPUTING SKILLS	200
2.	TOURISM RESOURCES AND PRODUCTS - II	75	2.	ANY FOREIGN LANGUAGE OR ANY OTHER INDIAN LANGUAGE OTHER THAN NATIVE	200
3.	ACCOMMODATION SECTOR	75			
4.	GEOGRAPHY AND TOURISM	75			
5.	GUIDING SKILLS-II	75			
6.	TRANSPORTATION MANAGEMENT	75			
7.	BASIC ACCOUNTING	75			
8.	FARM TOUR/PROJECT-II	75			
	TOTAL VOC CONTENT	600		TOTAL GENERAL CONTENT	400
	GRAND TOTAL			1000 HRS.	

**COMMUNITY COLLEGE (CC)**  
**SECTOR: TOURISM & SERVICE INDUSTRY**  
**SPECIALIZATION: TOURISM & SERVICE INDUSTRY: CCT&SI/TOURISM**

**CERTIFICATE LEVEL- IV**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L. All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	FOREIGN LANGUAGE- FRENCH/ GERMAN/ SPANISH	100	1.	BASIC ACCOUNTING AND BOOK KEEPING SKILLS,	150
2.	TOURISM RESOURCES AND PRODUCTS - III	100	2.	ENTREPRENEURIAL SKILLS, SETUP SMALL BUSINESS ETC.	150
3.	TOUR OPERATIONS ITINERARY PREPARATION	100			
4.	GEOGRAPHY AND TOURISM	75			
5.	GUIDING SKILLS-II	75			
6.	TOURISM MARKETING	100			
7.	TOURISM LINKAGES	75			
8.	FARM TOUR	75			
	TOTAL VOC CONTENT	700		TOTAL GENERAL CONTENT	300
	GRAND TOTAL			1000 HRS.	

**COMMUNITY COLLEGE (CC)  
SECTOR: TOURISM & SERVICE INDUSTRY**

**SPECIALIZATION: TOURISM & SERVICE INDUSTRY: CCT&SI/TOURLY**

**CERTIFICATE LEVEL- V**

S.NO	VOCATIONAL CONTENT (DETAIL CONTENT AT L. All Vocational Ed Tourism)	HRS.	S.NO	GENERAL CONTENT	HRS.
1.	FOREIGN LANGUAGE - III – FRENCH / GERMAN / SPANISH	100	1.	PRESENTATION, GROOMING AND FINISHING SKILLS.	200
2.	TOURISM RESOURCES AND PRODUCTS -IV	100			
3.	TOUR OPERATIONS – TOUR COSTING	100			
4.	GEOGRAPHY AND TOURISM	100			
5.	GUIDING SKILLS-IV	100			
6.	ENTREPRENEURSHIP TOURISM	100			
7.	TOURISM IMPACTS	100			
8.	FARM TOUR	100			
	TOTAL VOC CONTENT	800		TOTAL GENERAL CONTENT	200
	GRAND TOTAL			1000 HRS.	

