National Council for Vocational Education and Training
Ministry of Skill Development and Entrepreneurship
Government of India

Subject: SOP For Operationalization of National Credit Framework (NCrF) in Vocational Education, Training and Skilling (VETS)

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SOP FOR OPERATIONALIZATION OF NATIONAL CREDIT FRAMEWORK (NCrF) in VOCATIONAL EDUCATION, TRAINING and SKILLING (VETS)

1. High Level Committee for Operationalization of NCrF

1.1. The National Credit Framework, duly approved by the government has been notified by UGC on 10th April 2023 (https://www.ugc.gov.in/Ncrf.aspx.). The NCrF has been adopted by NCVET on 12th May 2023. Subsequently, the Dept. of Higher Education vide its order dated 10th May 2023 constituted a High-level Committee (HLC) to oversee the operationalization and implementation of NCrF. The NCrF provides for creditization of all learning including academic, vocational/ skills & experiential learning, and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction between subjects and establishes academic equivalence between vocational & general education while enabling mobility within & between them, and its operationalization through the Academic Bank of Credits (ABC).

1.2. The first meeting of the committee was held on 8th June 2023 wherein, three different sub-committees each catering to requirements of School Education, Higher Education and Vocational Education were constituted.

2. Formulation of Sub-Committee for Operationalization of NCrF in VETS-

2.1. The Sub-Committee constituted to operationalize NCrF in Vocational Education and Training/Skilling **(composition at Annexure I**) with the following ToR:

a) The sub-committee will function under the overall ambit of National Credit Framework (NCrF) and National Skills Qualification Framework (NSQF) from level 1 to 8;

b) Creating a SOP for integrating Vocational Education, Training & Skilling in school, higher and technical education,

c) Detailing the process for developing flexible curricular structures, multi-disciplinary credits vs. academic/ other credits to be earned under a program,

d) Prescribe learning outcomes for various academic/ vocational program corresponding to appropriate NCrF credit Levels and Level Descriptors,

e) Detailing the Multiple Entry-Multiple Exit (ME-ME) options including the requirement of any additional entry or exit modules.

f) Creating a SOP on establishing equivalence/ academic equivalence in vocational education and training/ skilling, including the requirement of additional learning.

g) Suggest a process methodology for assignment of credits for individual Qualifications, programs, National Occupation Standards (NOSs) and Micro-

Credentials (MCs) in terms of learning hours for theory, practical and Experiential learning including relevant experience and proficiency/ professional levels acquired for calculation of credits earned.

h) Creating SOP for integration of components for employability skills, soft skills and life skills modules, NOSs and MCs etc in Vocational Education, Training & Skilling ecosystem.

i) Creating SOPs for credit assignment, credit transfer and redemption, credit validation and expiry, creditisation of digital/ online learning in Vocational Education, Training & Skilling.

j) Creating SOP for accumulation of credits for courses/ qualifications/ programs earned in the same assessment band, and also setting up of broad learning outcomes for each level and assessment bands defined under NCrF.

k) Suggest a detail transfer mechanism for establishing the entry eligibility in academics at different levels for various streams in consultation with other regulators, subject to fulfilment of their defined conditions.

l) Define the specific modalities for catering to students with varying pace of learning and defining special assessment criteria including the basis of assigning and assessing credits for students with exceptional achievements/ performance in games and sports, performing/ fine arts, Social Work, NCC, or another similar subjects/ category.

m) SOP for Recognition of Prior Learning (RPL) in VET. Also, further detail out the assessment process to handhold the Assessment ecosystem, to include a process which is non-invasive and free from language and culture bias, explore introduction of Competency Cards, etc.

n) SOPs for considering relevant experiential learning and attaining higher proficiency/ professional levels for assignment of additional credit points subject to assessments in the Vocational Education, Training & Skilling ecosystem.

o) SOPs for verification and mechanism for redemption of credits accumulated and stored in ABC. Prescribing the validity of credits earned for a VE program.

p) Recommendations for Operationalisation of ABC in Vocational Education, Training & Skilling.

3. Major provisions of the NEP and NCrF with special reference to integration of VETS into education and higher education

3.1. The **National Education Policy 2020 (NEP 2020)** envisions making education more holistic and effective by inculcating more "*experiential, **holistic,** integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, and flexible*" learning and by removing hard separation between the various disciplines like Arts, Science & Commerce and also between curricular, co-curricular and extra-curricular activities. NEP 2020 with its motto of "equitable and inclusive education" lays emphasis on the integration of general (academic) education, and vocational education ecosystem

with a view to reform mainstream academic as well as technical and vocational education and training (TVET) provision in India and provides avenues for life-long learning through enhanced opportunities. This also is in-line to fulfil the objectives of sustainable development goals (SDGs) both directly and indirectly.

3.2. To realize the intent of NEP 2020, the **National Credit Framework (NCrF)** is formulated by the Government of India and notified by UGC on 10th April 2023 and the same was further adopted by NCVET on 12th May 2023 to cater to the needs of all stakeholders including students, institutions and industries with an aim of creditization of learning from various dimensions i.e. academic, vocational skills, experiential learning including relevant experience and proficiency/ professional level.

National Credit Framework (NCrF) -The Dimensions of Learning
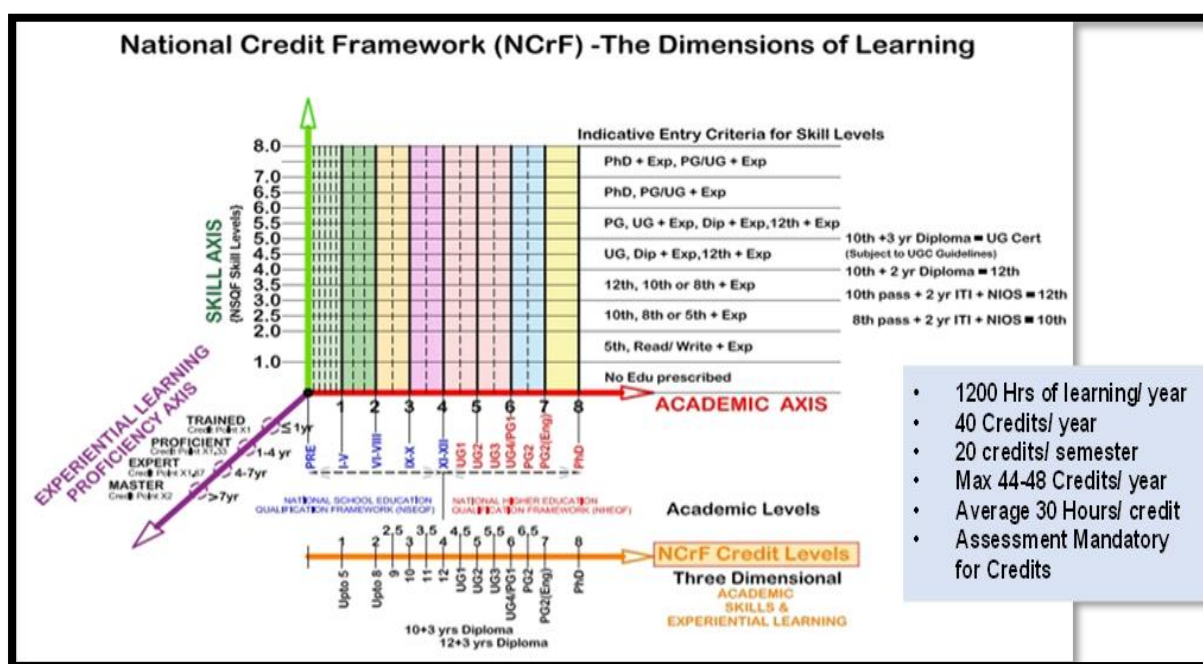
3.3. The **National Credit Framework (NCrF)** is an enabling framework and aims to integrate and creditize all kinds of learning acquired through different modes like **offline, online and blended** by removing any kind of distinction **between disciplines, subjects and curricular, extra-curricular and co-curricular activities** and encompasses **school education, higher education and vocational education and training /skilling** to ensure **flexibility, inclusivity, and mobility**.

3.4. NCrF enables the assignment, accumulation, storage, transfer and redemption of credit with multiple entry and multiple exit (ME-ME) options to facilitate academic equivalence and lifelong learning. NCrF supports the provisioning of on-demand learning, on-demand assessments and Recognition of Prior Learning (RPL) for learners, coming from non-formal/ informal ecosystems, or out of school students thereby allowing for Lifelong learning and mobility of learner both nationally and internationally.

3.5. As mentioned in the NCrF, predefined learning outcomes and assessment is the basis of creditization. The credit assignment is subject to achieving the prescribed learning outcomes determined by successful assessment. The assessment bands therefore hold crucial relevance in determining the accumulation and further transfer of credits. The NCrF is a meta framework that encompasses and integrates learning based on the different qualification frameworks namely NHEQF, NSQF and NCF as highlighted in the following table alongwith various assessment bands:

Academic Band/ Hours of Learning per year	Academic Levels- Education & Higher Education	Grade/ School	Vocational Education Long Term Trg/ Short Term Trg (LTT/STT)	National Credit Framework (NCrF) Credit levels	Credits Earned/ year	Credit Points Earned	Assessment Stage and equivalence
Doctoral Degree	PhD		NSQF Level 8 STT	8.0	40	320	
PG degree (1/2 yrs)/ ME/ M Tech (1200 Hrs/yr)	PG- 2nd (Eng)		NSQF Level 7 STT	7.0	40	280	M.Tech. 2nd Yr,/ Engg PG Degree
	PG – 2nd yr/ PG 1st yr (Eng)		NSQF Level 6.5 STT	6.5	40	260	PG Degree/ M.Voc / M.Sc (eng)
4-year UG with honours/ Honours with Research / B.E./ B.Tech. OR 3 year UG (1200 Hrs/yr)	4-year UG with honours/ Honours with Research / PG – 1st yr		NSQF Level 6 STT	6.0	40	240	UG- Degree (Hons)/ PG Diploma/ B.Tech/B.E
	UG- 3rd Year		10th+5-Yr NTC/NAC/CITS, 12th+3-Yr NTC/NAC/CITS, NSQF Level 5.5 STT	5.5	40	220	UG- Degree/ B.Voc/ B.Sc Eng
	UG- 2nd Year		10th+4-Yr NTC/NAC/CITS, 12th+2-Yr NTC/NAC/CITS, NSQF Level 5 STT	5.0	40	200	UG- Diploma/ Diploma-Eng
	UG- 1st Year/equivalent		10th+3-Yr NTC/NAC/CITS, 12th+1-Yr NTC/NAC/CITS, NSQF Level 4.5 STT	4.5	40	180	UG- Certificate
2 year- Senior Secondary (1200 Hrs/yr)	Class XII		10th+2-Yr NTC/NAC/CITS, NSQF Level 4 STT	4.0	40	160	Class XII (thru CBSE/ School Boards/ NIOS)
	Class XI		10th+1-Yr NTC/NAC/CITS, NSQF Level 3.5 STT	3.5	40	140	Class XI (thru CBSE/ School Boards/ NIOS)
2 Year- Secondary (1200 Hrs/yr)	Class X		8th+2-Yr NTC/NAC, NSQF Level 3 STT	3.0	40	120	Class X (thru CBSE/School Boards/ NIOS)
	Class IX		8th+1-Yr NTC/NAC, NSQF Level 2.5 STT	2.5	40	100	Class IX (thru CBSE/ School Boards/ NIOS)
3 year- Middle (1200 Hrs/yr)	Class VIII		NSQF Level 2 STT	2.0	40	80	Class VIII (thru School Boards/ NIOS)
	Class VII			1.67	40	67	
	Class VI			1.33	40	53	
3 year- Preparatory (1000 Hrs/yr)	Class V		NSQF Level 1 STT	1.0	33	33	Class V (thru School Boards/ NIOS)
	Class IV			0.8	33	26.4	
	Class III			0.6	33	19.8	
5 year Foundational (800 Hrs / yr)	Class II			0.4	27	10.8	
	Class I			0.2	27	5.4	
	Pre-School (3 years)			0.1x3	27x3=81	8.1	

Where NTC: National Trade Certificate, NAC: National Apprentice Certificate, CITS: Crafts Instructor Training Scheme, NIOS: National Institute of Open Schooling

4. References in the SOP drawn from the existing frameworks, guidelines, and documents:

4.1. The National Credit Framework (NCrF) notified by UGC shall act as the broad enabling and guiding frameworks which shall be supplemented by these SOPs and guidelines for all organizations and institutions. The NCrF is available at https://www.ugc.gov.in/Ncrf.aspx. The following references in the NCrF may be referred to and read with this document for detailed understanding of this SOPs/Guidelines:

   i. Section 3.2.5- learning hours- components of learning- detailing components that need to be considered as part of the notional learning hours for counting credits.

   ii. Section 3.2.5, Table 2- elaborates the learning hours per year across the various academic grades in Higher Education, School and Vocational Education, Training and Skilling.

   iii. Section 3.2.9, Table 3-details out the NCrF levels for different academic Grade/Vocational Education, Training and Skilling and the Assessment Bands and equivalence.

   iv. Section 3.2.10, Figure I- the NCrF caters to creditization of three dimensions of learnings i.e Academic Education (School and Higher), Vocational education, Training and Skilling and relevant experiential learning & proficiency/professional levels achieved.

   v. Section 3.3.2, para I-Table 4; Para – II, Table 5; Section 3.3.3 -Table 6: Detail the NCrF levels and credit assignment in School education, Higher education and Vocational Education, Training and Skilling respectively.

   vi. Section 3.3.4, Table 7- Credit Assignment for Relevant Experience and Professional/ Proficiency Level Acquired including the calculation of overall credit earned.

   vii. Section 3.4.1, Table 8- refers to National Credit Framework Levels (NCrF) and corresponding Academic Levels (National School Education, National Higher Education Qualifications Framework), and Vocational Education and Skills Levels (National Skill Qualifications Framework) and conditions for academic equivalence.

4.2. Apart from the provisions of NCrF, the following provisions of various other Guidelines may also be referred to:

4.2.1. **Relevant Guidelines notified by NCVET:**

   i. National Skill Qualification Framework (NSQF) Notification (https://ncvet.gov.in/wp-content/uploads/2023/07/National-Skills-Qualification-Framework-notification-June-2023.pdf)

      a. Section 5.1 and Annexure I: to understand Level Descriptors to determine the Learning outcomes of at particular NSQF level.

b. Section 5.2 and 5.3: refer to defining National Occupation Standards (NOS) and Micro-credentials (MC)

c. Section 5.4 and Annexure II: explains the minimum entry criteria and minimum range of notional hours for both short-term and Long-term training required to achieve the learning outcomes prescribed for a particular NSQF level.

ii. Guidelines for Recognition and regulation of Awarding Bodies (AB): https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Awarding-Bodies.pdf

iii. Guidelines for Recognition and Regulation of Assessment Agencies' (refer https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Assessment-agencies.pdf)

iv. Guidelines for Blended Learning for Vocational Education, Training & Skilling by NCVET: https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Blended-Learning-for-Vocational-Education-Training-Skilling.pdf

v. Guidelines for Development, Approval & Usage of National Occupational Standards (NOS) & Micro Credentials (MC) by NCVET: https://ncvet.gov.in/wp-content/uploads/2023/07/Guidelines-for-Development-Approval-Usage-of-National-Occupational-Standards-NOS-Micro-Credentials-MC.pdf

vi. Guidelines for Creditisation of Skilling & Training Courses & Qualifications of Multinational Companies (MNCs) and Leading Indian Enterprises by NCVET.

vii. Guidelines for Recognition of Prior Learning (RPL) by NCVET- https://ncvet.gov.in/wp-content/uploads/2023/08/Final-RPL-guidelines.pdf

viii. Guidelines on Multiskilling and Cross-Sectoral Skilling by NCVET- https://ncvet.gov.in/wp-content/uploads/2023/01/Multiskilling-and-Cross-Sectoral-Skilling.pdf

ix. 20. Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling: https://ncvet.gov.in/wp-content/uploads/2023/05/DiplomaGuidelines_20230515.pdf

4.2.2. **Major Relevant Guidelines notified by UGC/Higher Education**

i. Table 2 (Minimum credit requirement to award degree under each category) of document Curriculum and Credit Framework for Undergraduate Programmes: https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf to understand the structure of the Undergraduate Program in the.

ii. National Higher Education Qualifications Framework (NHEQF): https://www.ugc.gov.in/NHEQF.aspx

iii. UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021:

https://www.ugc.gov.in/academic_bank_of_credits.aspx

iv. Curriculum and Credit Framework for Postgraduate Programmes (https://www.ugc.gov.in/pdfnews/3826733_Draft_PG_Curriculumn.pdf)

v. Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions: https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/abc_doc.pdf

vi. UGC Guidelines for Higher Education institutions to offer Apprenticeship/ lnternship embedded Degree programmes: https://www.ugc.gov.in/pdfnews/9105852_ugc-guidelines_ApprenticeshipInternship.pdf

vii. 12. Guidelines for providing Skill Based Education under National Skills Qualifications Framework: https://www.ugc.gov.in/pdfnews/6556003_Guidelines-for-providing-Skill-Based-Education-under-NSQF.pdf

4.2.3. **Major Relevant Guidelines notified by School Education/NCERT**
   i. National Curriculum Framework for school education (https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf)
      a. Section 1.4 on stage design refer to how the school curriculum in divided into 4 stages including curricular areas.

      b. Chapter 9 refer vocational education and integration

   ii. Guideline issued for 10 bagless days by PSSCIVE for class 6th to 8th for school education (psscive.ac.in/storage/uploads/others/Guideline/pdf/english/guideline-for10Baglessdays-in-School in English.pdf)

The Sub-Committee constituted to operationalize NCrF in Vocational Education, Training and Skilling has been functioning under the overall ambit of NCrF and NSQF. This SOP details out the various aspects like development of qualifications/ courses/ vocational programs, NSQF alignment and approval of such qualifications/ courses/ vocational programs, assignment of credits to skill-based course/ qualifications, defining learning outcome and minimum entry criteria of a skill-based course/ qualifications, integration of skill-based course/ qualifications with general education amongst other.

This SOP will enable implementation of provisions of NEP and NCrF across Vocational Education, Training & Skilling ecosystem (VETS) including school education, higher and technical education.

5. Overview of VETS Ecosystem

5.1. Types of Skilling

Skill Development is defined as any domain specific demand led skill training activity leading to employment or improving employability, or any outcome-oriented activity that enables a participant to acquire a Skill, duly assessed and certified.

The Skill development also enables learner to get wage/self-employment leading to increased earnings, and/or improved working conditions, such as getting formal certification for hitherto informal skills, and/or moving from informal to formal sector jobs or pursue higher education/training and shall fall in the categories as per below.

5.1.1. Fresh Skilling/ Ab-initio Skilling
   i. Short Term Training (STT)- The short-term trainings are trainings with a duration of less than one year or 1200 notional learning hours.
   ii. Long Term Training (LTT)- the Long-Term trainings are those trainings with duration of equal to or more than one year or 1200 notional learning hours.

5.1.2. Up-Skilling is a type of skilling which enables ongoing expansion of knowledge and skill sets. These additional knowledge and skills improve the learner's current role, performance and can potentially advance them in their career path.

5.1.3. Re-skilling is a type of skilling to adapt to the new requirements of skills and knowledge to possibly expand the role of a learner in their workplace.

5.2. Types of Skill Based Course/ Qualifications

5.2.1. Qualifications- A Qualification comprises of a number of smaller units of learning with independent learning outcomes called National Occupational Standards (NOS). Just as each job role may require the performance of a number of tasks, the combination of all the NOSs corresponding to these tasks would form the Qualification for that job role.

5.2.2. National Occupation Standards (NOSs)- A NOS defines the measurable performance outcomes required from an individual engaged in a particular task and lists down what an individual performing that task should know and also do. These standards can form the benchmarks for various education and training programs. Each NOS defines one key function collating the related performance criteria in relation to the specific function in the job role concerned.

5.2.3. Micro-credentials (MCs)- The smaller units, namely Micro-Credentials may be developed within a sector or across sectors primarily focusing on upskilling. Micro-credential aims to certify achievement of coherent sets of skills and knowledge, specified by a statement of purpose, learning outcomes and strong evidence of need by industry, employers, or the Government.

5.2.4. Nano-Credentials (NC): are the smallest unit, developed to address highly specific and customized requirements of training, to either supplement the existing knowledge or bridge minor gaps of learning. NC will primary be used for up-skilling of learner. The duration of Nano-Credential could be upto 5 hours of learning including formative/ summative assessment. The NC are stackable to form a MC. Guidelines on these are presently under development.

5.2.5. National Apprenticeship Training Program (NAPS)- NSQF aligned and approved courses wherein learners are engaged in both theory and industry-based learning, under the provisions of Apprenticeship Act.

5.2.6. Flexi-Module Skill based courses to cater to needs of both industry as well as trainees. Such courses allow industries to train candidates as per their skill set requirements and provides trainees with an industry environment aligned with the market demand and latest technology to undergo training. Such courses are tailor made customized courses, having market relevant content that meets the industry & local requirements.

5.2.7. Diploma Qualifications in VETS: The NSQF alignment & approval of Diploma & Diploma (Advanced) Qualifications pertaining to the Vocational Education & Skills sphere is being done to formalise higher-order qualifications, which will be an important step in enhancing aspirational value of vocational & general education.

5.2.8. Module on Employability Skills, Soft Skills and Life Skills - Specific modules like employability skills are integrated in the skill-based course to enhance the overall employability of the learner undertaking the skill training. At present, 4 types of modules of employability Skills, which have been NSQF aligned and approved, are available i.e 30 hours, 60 hours, 90 hours and 120 hours.

5.2.9. Long Term Qualifications being implemented by Directorate General of Training (DGT): Traditionally, the long-term skilling ecosystem is implemented by Directorate General of Training (DGT). Although, presently many other ABs have come up with their long-term programs as well. The DGT implements various programs/schemes like NTC (CTS), NAC and CITS through Government and Private Industrial training Institutes (ITIs).

    i. **The National Trade Certificate (NTC)** is a one or two-year duration long term skill certificate program. This certificate program is offered by Directorate General of Training (DGT) as on NCVET recognised Awarding body (AB). NTC is offered after Grade 8th (limited trades), Grade 10th (most trades) and after Grade 12th (future/ advance trades). NTC is offered to students who pass the All-India Trade Test (AITT) for Crafts Training Scheme (CTS).

    ii. **National Apprenticeship Certificate (NAC):** For the National Apprenticeship Certificate (NAC) the period of training varies from one year & two months to 2 years. The minimum age for undertaking NAC program is 14 years and the qualifications vary from Grade VIII pass to XII Grade pass (10+2) system. NAC is offered to students who pass the All-India Trade Test (AITT).

iii. **The Craftsman Instructor Training Scheme (CITS)** is a program offered by DGT for the instructor trainees. The DGT mandates that all trainers in the ITI must be CITS certified. The duration of CITS program is 1 year and the eligibility for CITS is clearing NTC/ NAC/Diploma/Degree qualifications.

Specific templates for all these types of courses/learning module are available on www.ncvet.gov.in. These templates ensure a performance-based outcome-based modules to be defined for various parts of the learning together with their assessment methodologies.

5.3. Categories of Skill Qualification/ Courses

The skill-based qualifications/courses (as listed in section 5.2.) cater to different types of requirements detailed below:

5.3.1. Multi-skill Qualifications/Courses: Multi-Skilling promotes a wide range of competencies and knowledge in the workforce to build capacities for performing multiple independent tasks, which may even fall outside the domain of a particular sector or outside respective sub-sectors or defined job roles in a given sector.

5.3.2. Cross Sectoral Skill Qualifications/Courses: Cross-sectoral skilling enables the learner to apply a skill across diverse/ related sectors thereby enhancing his creativity, innovation, value, credibility and output.

5.3.3. Traditional/ Heritage Skill Qualifications/Courses: Courses meant to protect, conserve, enhance, create awareness and/or promote an existing heritage or traditional skill for passing it on from generations to generation to enable their continued existence as well as enhanced earning opportunities to those involved.

5.3.4. Future Skills Qualifications/Courses: Skills that are required to prepare future ready workforce for the Industries/OEMs with global presence in services or manufacturing economies of the world, in the upcoming areas such as EV manufacturing, AI/ML technicians, Drone technology production and service, industry4.0/5.0 health-tech etc.

5.3.5. MNC/OEM/Industry based Skill Qualifications/Courses: These are qualifications developed to encourage the MNCs participation including Original Equipment Manufacturers (OEMs), Original Design Manufacturers (ODMs), Value Added Resellers (VARs), and other industry bodies in filling the demand supply gap.

5.3.6. Work embedded Skill qualifications/Courses: These are the skill programs with a higher component of hands on, industry-based learning to make students industry-ready, while combining learning and on-the-job training, with the potential to earn while they learn.

5.3.7. They address **specific and customised requirements** of Schemes/Programs as well as for Persons with Disability (PwD).

5.4. Components of Skill based Qualifications/Courses

A skill-based course/ qualification may have the following components of learning:

i. Lecture/ Theory/ Assignment
  ii. Practical/ Hands-on Skill Training
  iii. Internship/ Project work
  iv. Apprenticeship
  v. On the Job Training (OJT)
  vi. Assessment

5.5. Key Stakeholders in the VETS Ecosystem

5.5.1. Awarding Bodies (AB):

The key players in the skilling ecosystem in India are the Awarding Bodies, Assessment Agencies and Training Providers. An NCVET recognized Awarding Body is entitled to award NCVET certificate to trainees/ learners after successful completion of training and assessment of NSQF aligned and approved qualifications which are either developed or adopted by the Awarding Body.

DGT, which is also the first entity to be recognized as an AB and governed by the prescribed norms for an AB by NCVET, has been the oldest organization involved in implementing long term training through ITIs within the VETS space. The DGT has also been recognised as an Awarding Body by NCVET for implementing both short term and long-term skill courses. There are currently around 84 ABs approved by NCVET including DGT. The list of the all the NCVET recognised Awarding Bodies can be accessed https://ncvet.gov.in/awarding-bodies-3/

The Sector Skill Councils, Defence Training Bodies, and some of the Central and State Government bodies, including Higher Education Institutes (HEIs)/ Skill Universities/ Technical Universities/ State Skill Missions etc are already the recognised Awarding Bodies of NCVET. Indian National Institute (INI), Central Universities and selected Deemed Universities have been given the status of deemed Awarding Bodies. The ABs may including Universities, State School Board/ Technical Education Boards/ Vocational Education Boards, MNCs, Indian Industry Enterprise etc subject to fulfilment of the eligibility for the AB.

5.5.2. Assessment Agencies (AA):

An NCVET recognized Assessment Agency is authorized to assess trainees after completion of the trainees' training under an NSQC aligned and approved qualification. The recognized Assessment Agency is eligible to carry out assessments for NSQF aligned and approved qualifications in the sector allocated to the AA for which adequate capacity (Question Banks, SMEs, Industry connects, Governance processes etc.) has been demonstrated by the AA and such qualifications are being run under any schemes/ programmes funded by the Government of India as well as any fee-based programmes. Current there are around 56 approved AAs by NCVET. The list of the all the NCVET recognised Assessment Agencies can be accessed https://ncvet.gov.in/assessment-agencies/

5.5.3. Training Provider (TP)/ Training Centre (TC):

 A TP/TC means a person or an organisation, which is affiliated by an awarding body recognized by the Council for providing Vocational Education, Training & Skilling and related activities with respect to a qualification/ course.

5.5.4. University Grant Commission (UGC)

UGC was established by an Act of Parliament in 1956 to coordinate, determine, and maintain standards of teaching, examination, and research in university education.

5.5.5. Higher Education Institutes (HEI)

HEIs are the educational institutes responsible for providing education beyond school level including Bachelors, Masters, Doctorate etc.

  i.   **University:** an institution that provides the highest level of education, in which students study for degrees and in which academic research is done
  ii. **College Affiliated to a University:** an institution of higher education; part of a university.
  iii. **Indian National Institute (INI):** an institute that "serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state".
  iv. **Deemed University:** Deemed University is an accreditation granted to higher academic institutions by Department of Higher Education, Ministry of Education, Government of India on the recommendations of UGC to provide them with the status of a university. They enjoy the academic status, privileges, and autonomy in terms of deciding their courses, fees, admission, etc., similar to any university in the country.

5.5.6. All India Council for Technical Education (AICTE)

AICTE was set up in November 1945 as a national-level Apex Advisory Body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner.

The AICTE Act (1987) was constituted to provide for the establishment of an All India Council for Technical Education with a view to proper planning and co-ordinated development of a technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth, and regulation & proper maintenance of norms and standards in the technical education system and for the matters connected therewith.

5.5.7. The National Council of Educational Research and Training (NCERT):

The National Council of Educational Research and Training (NCERT) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. The UGC has recently awarded the status of a 'Deemed University' to NCERT.

5.5.8. Central School Boards Like CBSE:

Entities responsible for public and private schools, controlled and managed by the Government. There are mainly three national boards in India- the Central Board of Secondary Education (CBSE), the Council for the Indian School Certificate Examinations (CISCE), and the National Institute of Open Schooling (NIOS). Apart from these, India also has several state and other/ private education boards like Indian Certificate of Secondary Education (ICSE), International Baccalaureate (IB), Cambridge International Examinations (CIE) etc.

5.5.9. State School Board/ Technical Education Boards/ Vocational Education Boards:

Each State has its own School Board/ Technical Education Boards/ Vocational Education Boards for determining the standard of education & Vocational Education, Training & Skilling and examinations/ assessments for the respective institutions in that state. Education boards play the role of a governing body for schools. Apart from fixing the curriculum and syllabus for the school in the subjects like math, science, language arts, social studies and

skills, the boards are also responsible for decision-making at a macro level including monitor progress through conduct of assessments, examinations and declaring results.

5.5.10. Multinational Companies (MNCs), including, Original Equipment Manufacturer (OEM), Original Design Manufacturer (ODM), and Value-Added Reseller (VAR) and reputed Indian Industry Enterprise

The skill training being carried out by the globally reputed Multinational Companies (MNCs) and Leading Industry, including, Original Equipment Manufacturer (OEM), Original Design Manufacturer (ODM), and Value-Added Reseller (VAR) can also be the stakeholders to recognise, formalize and creditise their skill trainings/courses and training.

5.6. Process of enabling learning in VETS

5.6.1. Process of National Skills Qualification Framework (NSQF) Alignment and approval of skill-based qualifications/ courses.

i. The National Skill Qualifications Framework (NSQF) is an outcome based, competency and quality assurance framework which organizes skill-based qualifications/ courses in 8 levels based in the increasing order of skill /job role competencies and complexity. [Please refer to National Skill Qualification Framework Notification (https://ncvet.gov.in/wp-content/uploads/2023/07/National-Skills-Qualification-Framework-notification-June-2023.pdf)]

ii. The NSQF has been notified on 6th of June 2023 in supersession of the earlier notification dated 27th December 2013 by the Ministry of Finance, Government of India as per the mandate under provisions para 16(f) of the notification No. SD-17/113/2017-E&PW dated 5th December 2018, notifying and constituting National Council for Vocational Education and Training (NCVET) and subsequent approval of National Credit Framework by the Government and notification of the same by University Grants Commission (UGC) dated 10th April 2023 and adopted by NCVET vide notification dated 12th May, 2023.

iii. The NSQF is implemented through National Skill Qualification Committee (NSQC), which is the apex Committee responsible for approval of NSQF aligned VETS qualifications. The NSQC, constituted by the NCVET Council, comprises of the representatives from the select Central Ministries, University Grants Commission (UGC) and All India Council for Technical Education (AICTE), Director General Training (DGT), Central Board of School Education (CBSE), select State Skill Development Missions (SSDMs) (by rotation), select Industry Associations, the Awarding Bodies, and sectoral representatives'.

iv. The National Skills Qualification Framework (NSQF) has the following provisions:

a. **NSQF Level Descriptors**: The National Skill Qualification Framework (NSQF) is composed of levels 1 (one) to eight (8), where level one represents the lowest complexity while highest level i.e. level eight represents the highest complexity. Each NSQF level is defined and described by a set of level descriptors expressed in terms of learning outcomes in five domains, which describe in general terms,

the minimum knowledge, skills, and attributes that a learner needs to acquire in order to be certified for that level.

The five dimensions include (1) Theoretical Knowledge and understanding; (2) Professional and Technical Expertise, Handson/ Practical Skills and their application; (3) Employability skills, aptitude/ mind-set, soft skills, digital/ financial/ legal literacy, entrepreneurship skills; (4) Broad learning outcomes (Performance Criteria and Process Orientation/ Required) (5) Responsibility level of the job. Refer section 4.2.1 (i) (a).

b. **Standardization of Norms for Minimum Entry Criteria & Notional Hours of Learning/ Skilling:** Since every level of qualification/ job role is expected to lead to a defined level of skill competency, minimum entry requirements for undertaking training in a qualification of a particular NCrF level, including the academic credentials and/or previous Vocational Education, Training and Skilling undertaken, and the existing relevant work experience of the prospective student/ learner has been defined.

Additionally, minimum duration of the VETS training required for a particular level of skill competency has also been prescribed. The notional learning/ skilling hours may include theory, practical/ hands-on skill training, internship, apprenticeship, On the Job Training (OJT), employability skills, etc. To the extent possible these notional hours should be in multiple of 30/ 15 Hours depending on the type of skill-based qualifications/ courses. The table is at **Annexure II.** (refer section 4.2.1 (i) (b)).

c. **Each NSQF aligned and approved course should also be expressed in terms of the credits to be earned subject to successful assessment.** "Credit" is recognition that a student/learner has successfully completed a prior course of learning, corresponding to a qualification/ course at a given NCrF level. As defined in the NCrF, 1200 Hrs per year of learning in VETS shall be awarded 40 Credits subject to assessment, or 30 hours of learning is awarded 1 credit. However, for internship and apprenticeship the duration will be specified in months and for every month of learning 40/12 = 3.33 credits will be assigned.

d. NSQF enables every skill-based qualification/ course to **define and provide for the Occupational Maps and Progression Pathways** to enable both horizontal and vertical mobility of students/ learners. This also enables in defining the ME-ME pathways within VETS for a learner.

e. The NSQF enables **International Comparability and Mobility** by providing for a way of structuring qualifications defined by not only the course/ qualification curriculum, but the learning outcomes, and therefore becomes a reliable/ credible method to measure the outcome of learning and for comparing courses/qualifications to establish international equivalence. NSQF enables wider recognition and acceptance of Indian education and skilling by other countries and vice-versa through international equivalence, promoting exchange with foreign skilling bodies and institutions.

f. **Assessment of all NSQF aligned and approved qualification** shall be done by the NCVET recognized Assessment Agencies or the Dual Awarding Bodies recognised by NCVET for Awarding and Assessment functions. In case the assessment has not been conducted by a NCVET recognized Assessment Agency, no NCVET certification shall be permissible and shall not be issued by the awarding body or any other agency. No credits shall be permissible for such standalone skill based NSQF aligned and approved qualifications/ courses.

g. **Certification for skill based qualifications/ courses will be done by the NCVET recognized Awarding Bodies** after successful assessment of the student/ learner in the NSQF aligned and approved qualifications/ courses, in the standard approved formats issued by NCVET from time to time.

h. The NSQF alignment and approval of skill-based qualifications/ courses is subject to submission in an appropriate pre-defined standard qualifications/ courses templates approved by NSQC & NCVET called as **qualification files** which are also available on www.ncvet.gov.in.

i. The NSQF aligned and approved skill based qualifications/ courses can be implemented **in offline, online or blended mode subject to the Guidelines issued by NCVET available at** https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Blended-Learning-for-Vocational-Education-Training-Skilling.pdf

j. The **Validity of a NSQF aligned and approved qualification/ course** to be offered to the students/ learners is generally three years, unless otherwise specified, with a provision of extension subject to appropriate justification. Any skill-based qualifications/ courses whose implemented has been initiated by the institutions after the expiry of its validity is not permissible.

v. To enable the integration of existing NSQF aligned and approved Long Term Qualifications (LTT), DGT qualifications/ courses being implemented under Craftsman Training Scheme (CTS) and Craft Instructor Trainor Scheme (CITS) have been restructured to align also with the National Occupation Standards (NOS) and rationalized to 1200 learning hours, with 150 Hours of on-the-job training/ project work and 240 hours of a language course (for academic equivalence of grade 10th or 12th) or a short-term training to bring these skill based qualifications/ courses in line with the proposed National Credit Framework.

vi. The NSQF aligned and approved qualifications are implemented by the Awarding Bodies and the Vocational Education, Training & Skilling conducted either through their own Training Centers (TCs) or through their affiliated Training Providers (TPs). The outcomes of such Vocational Education, Training & Skilling are assessed either by the NCVET recognised Assessment Agencies (AA), duly onboarded by the AB concerned or by the Awarding Bodies themselves, in case the ABs concerned have been recognised as dual category Awarding Bodies. The learners/students are awarded the NCVET skill certificates and assigned credits for the course/

qualification for which the Vocational Education, Training & Skilling has been conducted.

5.7. Assessment of NSQF aligned and approved skill-based qualifications/ courses

i. **Assessment** is an umbrella term that incorporates standardized tests and many other forms of evaluation to ascertain if the required pre-defined learning outcomes at the given NCrF levels have been achieved. It refers to a wide range of methods that educators use to assess learners at different levels of learning. Assessment refers to the systematic gathering of information that evaluates, measures, and documents, with evidence, the performance of learners to give a clear picture of their academic & skill readiness, learning progress, and acquisition of skills. Assessment for a NSQF aligned and approved qualifications shall be undertaken through a NCVET recognized AAV (refer section 5.6.1.(vi)).

ii. The NCrF defines the basic principle of learning as **'achieving the prescribed learning outcomes for a level determined by successful assessments**. The assessment methodology for a skill-based course/ qualification/ program should be clearly defined as per the prescribed learning outcomes as laid down in the NCrF/NSQF and the corresponding Level Descriptors (LDs).

iii. The **evidence and record** of all assessment, including video evidence especially for hands-on skills, is to be maintained and shall be the responsibility of the concerned school/HEI/Awarding Body. The assessment for practical/ Lab work should include **video recording** of the same.

iv. A Student/Learner can accumulate, store, transfer and redeem the Credits earned within the **same assessment band for progression** into another assessment band or use these credits as partial/ full requirement for award of any Certificate or Diploma or degree.

v. NCVET has already notified guidelines on '**blended learning'** as well as detailed assessment methodology for undertaking different types of assessment that can be applicable to not only VETS qualification but also for other academic programs.

vi. The assessment/ assessment methodology can be of various types and can be customised depending on the requirement. Various types of assessment methods which could be deployed in combination are detailed in the **annexure III** and may be implemented as per the guidelines/ instructions issued by NCVET or the respective regulators from time to time.

vii. **Recognition of Prior Learning (RPL):** National Credit Framework (NCrF) allows the certification, assessment and creditisation of prior learning of learners. The methodologies being used in VETS in alignment with NCrF is the Recognition of Prior Learning (RPL). RPL refers to an assessment process to evaluate a person's existing skill sets, knowledge, competency, and experience gained either by formal, non-formal or informal learning and skilling.

The assessment via RPL may also be undertaken for all NOSs/Performance Criterion (PCs) of a program/Skill-based qualification/course to ensure that the student/learner has achieved the requisite learning outcomes at a particular NCrF level. The RPL process is also video recorded to ensure the credibility and integrity of the RPL process as also the higher efficacy and effectiveness of the assessment.

5.8. Certification of Skill-based VETS courses/ qualifications

i. Skill based NSQF aligned qualification/course would be awarded a suitable **award i.e Skill Competency Certificate,** based on the prescribed learning outcomes at a given NCrF level, determined through the successful assessments.

ii. All Certifications for undergoing the **NSQF aligned and approved Skill-based VETS** courses/ qualifications with assessment by the recognised Assessment Agency shall be **branded with the 'Skill India' Logo** along with the **NCVET Logo**, on the certificate to be visible prominently, as may be prescribed by NCVET from time to time.

iii. Also, all other NHEQF aligned skill based qualifications/courses being run by the HEIs, even if it is not NSQF aligned and approved qualification, shall be mandatorily **branded with the 'Skill India' Logo**.

iv. As per the guidelines already in place all Vocational Education, Training and Skilling qualifications being conducted by any Ministry, or a Body under the Ministry shall be on the NSQF aligned and approved Qualification and shall be branded with the 'Skill India' Logo. Any Vocational Education, Training and Skilling conducted out of the funds of the State exchequer shall also be branded with 'Skill India' Logo.

v. The certification for NSQF aligned and approved courses (NCVET Certificates) shall be the responsibility of the Awarding Body concerned and will be implemented through the **Skill India Digital (SID)** Portal of Ministry of Skill Development & Entrepreneurship, Government of India which is a national common platform for convergence and consolidation of all activities relating to Vocational Education, Training, and Skilling ecosystem.

vi. While School Boards/HEIs can implement the NSQF aligned and approved qualifications, **for NCVET certificate**, the concerned School Board/ HEI need to seek recognition as an Awarding Body.

vii. Any credits from NSQF aligned skill-based qualifications/courses earned by a student/ learner from a School/HEI, which remained unredeemed/ un-utilised, implemented can be used for issuance of a skill certificate by the concerned school/HEI within the timespan prescribed, and such certificate shall carry the name and level of the courses so completed. However, the skill certificate issued will be that of the HEI/ School Board concerned and not an NCVET certificate unless the HEI/ State School Board is a NCVET recognised Awarding Body/ a deemed Awarding Body.

5.9. Registration of an Awarding Body in the Academic Bank of Credits (ABC) and Registration of the Student/ Learner in the Academic Bank of Credits (ABC) and Issue of APAAR id to the Student/ Learner

i. For management and record of the credits earned by the student/ learner every Awarding body shall also be required to register itself on the ABC. An authenticated list of the TCs/ TPs of the Awarding Body shall also be added and got registered by the Awarding Body in the Academic Bank of Credits (ABC). In addition, every learner/student will be required to register themselves on the Academic Bank of Credit (ABC) portal either directly & linked to the Digilocker, or through the Awarding Body in a batch mode. For such registration the student/ learner will be provided with a permanent, unique academic ID also known as Automated Permanent Academic Account Registration id (APAAR id). The guidelines notified by the UGC and respective regulators in this regard shall be applicable.

ii. All entities implementing skill-based courses whether as part of the curriculum or for outside their regular UG/PG program for other learners shall ensure registration on Academic Bank of Credit (ABC). The information regarding skill-based qualifications/courses shall also be shared with/ populated on the Skill India Digital (SID) portal as per the prescribed process, including an API based integration. Same APAAR ID of student will be used across his courses in General Education and in Skilling courses.

iii. **Skill India Digital (SID) is a comprehensive digital platform** relating to Vocational Education, Training and Skilling aimed at synergizing and transforming the skills, education, employment, and entrepreneurship landscape of India. SID is an important arm of Digital Public Infrastructure (DPI) for skilling, education, employment, and entrepreneurship ecosystem of India. Driven by the vision to make skill development more accessible, inclusive, affordable, innovative, and personalized in its embodiment, focusing on digital technology and Industry 4.0/ Industry 5.0 and future skills, this state-of the- art platform is a breakthrough in accelerating the skilling of youth, creditisation of all skilling/ learning, match-making between the demand and supply of skilled workforce, talent hiring, facilitating lifelong learning and ensuring overall career advancement of youth and workforce.

iv. In respect of the Certification of Skill-based courses/ qualifications the Higher Education Institutes (HEI) including Universities and affiliated Colleges are also required to

either register on SID or share their data in respect of the student/ learner of Skill-based courses/ qualifications through API integration with SID.

v. The credits earned by the student/ learner for every qualification/course successfully completed and assessed shall be stored in the ABC against the APPAR id of the student/ learner. These credits can then be used for redemption and credit transfer. A Student/Learner can store, accumulate, transfer and redeem the Credits earned within the same assessment band for progression into another assessment band or for earning the award of Certificate, Diploma or Degree.

6. NCrF implementation in VETS/ Skill based qualifications/courses.

6.1. Assignment of Credits

6.1.1. As per NEP and NCrF, all types of learning can be creditized including academic, Skill based qualification/course as well as the experiential learning. Such skill-based courses/ qualifications can be either a stand-alone course/ qualification/ subject or it can be integrated/ embedded within a UG/ PG level curriculum of HEI/ university or in a school subject.

6.1.2. As mentioned in the section 5.6.1, all the NSQF aligned and approved Skill-based courses/ qualifications are generally in the multiple of 30hrs or 15 hours. The individual NOSs of a course/ qualification can be in multiple of 15 or 30 hours, while a Micro-Credential (MC) can be in multiple of 7.5 hours. As mentioned in the NCrF document, on an average 30 notional hours of learning is equal to 1 credit and hence courses/ qualifications represented in either multiple or factor of 30 enable easy calculation and accounting for creditization of all NSQF aligned and approved courses/ qualifications. All the Vocational Education, Training and Skilling courses/ qualifications are already following this process.

6.1.3. **As mentioned in the section earlier, a skill-based course/ qualification may have the following components of learning:**

a)	L= Theoretical learning/ Lecture	calculated in Hours
b)	P= Practical learning/ Hands-on learning of Skills	calculated in Hours
c)	O= On the job training (OJT)	calculated in Hours
d)	I= Internship	calculated in Months
e)	A=Apprenticeship	calculated in Months

6.1.4. The theoretical learning/ lecture, practical learning/ hands-on learning of skills and OJT components within a qualification/course are calculated in terms of notional learning hours while the apprenticeship/ and internship components are calculated in terms of their duration in months. For creditization of a skill-based course/ qualification, considering all types of programs, the following formula may be used:

> No of Credits earned for a course/ qualification = $(L+P+O)/30 + (I+A)*(40/12)$

6.1.5. The credit assignment for internship/ apprenticeship will be dependent on their duration in months instead of the notional learning hours. Thus, 3 months of internship/ apprenticeship will be equal to 10 credits. While 12 months of internship/ apprenticeship will earn 40 credits subject to assessment.

6.1.6. The NCrF provides for creditisation of all types of learning in three dimensions/ axis namely Academics on the X-axis; Vocational Education, Training and Skilling on the Y-axis; and Experiential learning, including work experience and proficiency levels achieved on the Z-axis. The standardized entry norms notified in the NCrF aligned NSQF guidelines take into consideration the relevant experiential learning of the Student/ Learner on Y-axis in VETS while considering their eligibility for entry to a NSQF course/ qualification at every NCrF/NSQF level.

6.1.7. **The Blended Learning/ Digital Learning/ Online Learning:** NCrF provides for creditization of skill based NSQF courses/ qualifications irrespective of the mode of its delivery, i.e. Offline, Online and hybrid/blended learning, subject to the Blended Learning Guidelines for Vocational Education, Training and Skilling as mentioned in para 4.2.1 (iv) of the SOP. The Creditization method for the blended learning programs is at **Annexure IV.**

6.1.8. The online courses offered by learning platforms which are recognized or authorised by the respective regulators/ Government shall earn credits/ can be creditized subject to the provisions/ conditions laid down by the respective regulators.

6.1.9. **Creditization of Exceptional Achievements/ Performance:** NCrF also provides for special provision with respect to creditization of the exceptional achievements/ performance of the students/ learners in games and sports, performing arts, fine arts, social work, Indian Knowledge System (IKS), NCC, or other similar subjects/ categories.

 a. There are two possible ways the learning activities can be undertaken by the student/learner:

  i. **As part of the curriculum as a subject**: The credits & level for this would be in accordance with the curricular structure prescribed by the school board/ university/ autonomous institute which shall be creditized at the same NCrF level as that of the course. For e.g., a music/arts courses/ qualifications undertaken in 1st year UG shall be of NSQF level 4.5.

  ii. **As a standalone learning activity:** The concerned authority / entity, as applicable, will determine the mechanism for credit calculation. The assessment criteria for all these activities are to be well defined. In case of the assessment of special/ exceptional skills the entities/agencies of

national/ international repute and integrity may be considered for grant of a Deemed Assessment Agency status by the regulator concerned, if so required. In such standalone activities, the NSQF level will be determined based on outcome pre-defined for the Recognition of Prior Learning (RPL) and Level Descriptors or any other criteria in special/ exceptional cases as may be determined by the concerned authority/entity. The general minimum conditions applicable before, during and after such learning activity are as follows:

Pre- Assessment (1)	During Assessment (2)	Post- Assessment (3)
1. Minimum notional learning hours to be indicated.	1. Implementation and Execution	1. Any additional assessment requirement
2. Learning Outcomes to be clearly defined together with entry requirement/ and NCrF Level.	2. Conduct Assessment to ascertain the credible, visible and measurable outcomes/ achievements with integrity	2. Credit assignment as per NCrF
3. Assessment methodology to be clearly specified		

A suggested concept of a mechanism for credit assignment with NCrF levels for each of such activity or a group of such activities is at **Annexure V.**

6.1.10. NCrF provisions that credits are subject to achieving the pre-defined/ prescribed learning outcomes determined through successful assessments. Accordingly, the learners with **varying pace of learning, both fast and slow can earn credit for undergoing Skill-based courses/ qualifications/ training programs.** The credits for such a training program will be as per the actual duration of the qualification and not as per the extended or shortened hours to compensate the learning pace of the learner.

A learner with fast pace of learning (also called as education acceleration) can be permitted to be assessed for the NSQF levels without completing the prescribed number of notional learning hours. However, clearing the assessment band would be mandatory. Similarly, for learner with slow pace of learning like in case of learners with intellectual disability (ID), the actual learning hours may have to be extended to accommodate the pedagogical requirements of the student/ learner. This is provisioned while defining the Skill-based courses/ qualifications.

6.1.11. **Creditization of Skill Based Diploma Qualifications**: The long-term Vocational Education, Training and Skilling ecosystem comprises of qualifications implemented by DGT through Industrial Training Institutes as well as the qualifications submitted by other recognised Awarding Bodies, with duration of more than 1200 hours. With the concurrence of UGC and AICTE, the NCVET has formulated detailed guidelines on NSQF alignment and approved Diploma and Diploma (advance) specific to skilling ecosystem. These qualifications are higher level Vocational Education, Training and

Skilling course/ qualification, not leading to degree. However, these can be considered for lateral entry into degree programs. The following entry criteria and duration is applicable to such courses/ qualifications:

Type	Entry Requirement	Duration (in years or hours)*	Years of Learning	NCrF Level	Credit Points Earned Yearly	Cumulative Credit Points
Diploma	10th pass	3 years/ 3600 hrs	1st Year	3.5	140	480
			2nd Year	4	160	
			3rd Year	4.5	180	
	Lateral Entry (in second year of Diploma): 12th pass in relevant subject or 2 year NTC/NAC after 10th in relevant trade	2 years/ 2400 hrs	2nd Year	4	160	340
			3rd Year	4.5	180	
Diploma (Advanced)	12th pass in relevant subject or 2-year NTC/NAC after 10th in the relevant trade	2 years/ 2400 hrs	1st Year	4.5	180	380
			2nd Year	5	200	

6.2. Accumulation and Storage of Credits

6.2.1. As mentioned above, every student undergoing a NSQF aligned course/ qualification is required to have a unique **APAAR id.** The APAAR id can be created by a) student himself using Digi locker; b) Awarding body and c) Training partner through the Awarding Body;

6.2.2. The Awarding Body is additionally also required to **register itself as well as provide the student/ learner details in the Skill India Digital (SID)** to enable issuance of NCVET certificate for the NSQF aligned and approved Qualification/ course on which the student/ learner has been trained and assessed.

6.2.3. The AB concerned also needs to ensure that details of the **courses/ qualifications** (Qualification/ NOS/ MC Code) **along with the assessment credentials** including the NCrF Level, the credits earned, validity of the credits and Marksheet/grade be made available on the **ABC portal.**

6.2.4. The credits earned within the same assessment band can **be accumulated and added**. Further, the credits accumulated and stored in the ABC may also be calculated in terms of Credit Points which is multiplication of the total credit earned with the NCrF level at which the credits are earned.

6.2.5. In case of experiential learning and the proficiency levels achieved, the overall credit points earned will be Credit points earned for the job-role multiplied by the weightage factor of the no. of years of experience which is to be prescribed by the

concerned regulator/ the professional body. (refer Table 7 of the NCrF Report)

6.2.6. The accumulated credits stored in ABC are redeemable, for a suitable award i.e Skill Competency Certificate, Diploma or Advance Diploma as may be prescribed by the regulator concerned

6.3. Transfer and Redemption of Credits

6.3.1. The credits earned by a learner are transferable for redemption. These credits earned can be utilized for establishing entry/eligibility criteria for a program/employment opportunity; or for establishing Academic Equivalence between two different types of program, and for enabling Multiple Entry-Multiple Exit options.

6.3.2. Learning outcomes of courses, competencies achieved and the NCrF levels attained shall be the basis for considering the eligibility of students/ learners for lateral entry as well as for the purpose of counting the credits earned. Therefore, carefully framing the **'Learning Outcomes and Competencies'** of each course/ qualification/program is important.

6.3.3. For credit transfer, it is important to undertake **appropriate mapping of the curricular structures** of the programs between institutions to establish Equivalence for credits earned from different credit awarding bodies on their courses/ qualifications. While establishing Academic Equivalence, the institution may also prescribe additional learning/ credit requirements, including that of a bridge course, if so required. The institution accepting the credits from the previous institution may also prescribe/devise suitable mechanism for admission of the students to a program.

6.3.4. In the long-term VETS ecosystem, DGT and other ABs will work out the system for allowing an 8th /10th grade pass student/ learner a lateral entry in the 2nd year of 2-year CTS program of DGT (in certain specified trades) after accumulating the requisite credits in the relevant trade (equivalent to 9th /11th grade) in the relevant trade. The lateral entry will however, subject to assessment criteria as determined by the designated authority, as suggested in the NCrF.

6.3.5. In case of Short-Term Training (STT), the credit transfer will be in accordance with the entry criteria prescribed in NSQF notification in form of entry criteria for various NSQF levels for academic Equivalence. The award issuing authority, e.g. a school board can further prescribe additional requirements, including that of a bridge course in language, if felt necessary for such academic equivalence.

6.3.6. For establishing equivalence, the credit transfer between Boards/Universities/ Autonomous Institutions is possible based on the mapping of programs and courses offered. The Universities/ Colleges will accept 10th + 2-year ITI pass out who has secured 12th certificate through NIOS/ any other designated agency, at par with other 12th pass candidates for entry into 1st year of a UG program. School Boards, including CBSE, will accept 8th + 1 or 2 years ITI plus certification through NIOS/ any other designated agency of 9th/10th Grade for admission into regular school at 10th/11th Grade.

6.3.7. The avenues of Multiple Entry Multiple Exit to enable lifelong learning opportunities for Students/Learners for skill-based courses/ qualifications (NSQF aligned and approved-LTT qualifications), are detailed in NSQF notification dated 6th June 2023.

6.3.8. The validity of a NSQF aligned and approved courses/ qualifications is generally three years, unless otherwise specified in the particular course/ qualification, with provision for further extension after proper justification.

However, the validity of the credits earned after undergoing training in a NSQF aligned and approved qualification will depend on the type of VETS qualification. In General, the validity of credits earned through a VETS qualification, unless otherwise specified in the qualification, shall be as below:

    i.   General/lifelong learning/cognitive learning: Lifetime validity

    ii.   Conceptual learning with detailed skills: 7 years validity

    iii.   Conceptual learning with skills on Future Technologies: 3 years Validity

In case a student/ learner wishes to redeem the credits earned after the validity of the credits for a Skill-based course/ qualification has expired, the student/ learner may go for re-validation of the credits of the course/ qualification through a well-defined RPL like assessment mechanism. The concerned institution, undertaking such assessment for revalidation may also recommend additional bridge module while doing so. The responsibility of the re-validation of such courses along with assessment will be that of the concerned regulator.

7. Implementation and Integration of Skill-based courses/ qualifications in Education

    i.   NCrF enables integration of Vocational Education, Training and Skilling into education to address the vision of NEP and NCrF of holistic and multi-disciplinarity education. Accordingly, a wide range of skill-based courses/ qualifications may be integrated/ embedded into education having pre-defined Learning outcomes and assessment criteria. The process of developing, approval, and implementation of NSQF aligned and approved Skill-based courses/ qualifications is detailed in the section 5.2 and 5.6.

    ii.   The NSQF aligned skill-based courses/ qualifications can be offered offline, online or in blended mode to ensure better reach, as per requirement subject to the regulatory guidelines in this regard. The courses/ qualifications can be introduced as either as a separate course/subject or as part of another course/subject.

    iii.   In case of blended learning, the Learner may use the support digital/ e-content/ material, for example videos of factory tour, or warehouse tour etc., which may consume some hours. The ratio of online vs offline learning against the various components of Skill-based course/ qualification is customizable as per the need of the qualification and implementing institution.

    iv.   While integrating the NSQF aligned and approved course/qualification with education the credits of the NSQF aligned skill-based course shall be computed as

per the credits assigned for the NSQF aligned and approved Qualification as given in section 6.1.

7.1. Implementation and Integration of Skill-based courses/ qualifications in Higher Education

7.1.1. The NCrF enables the Universities/ Higher Education Institutes to integrate and embed the vocational education training & skilling (VETS) based courses/ qualifications. This integration can be done in any of the following ways:

A. **Integration of VETS in Higher Education as part of Curriculum/ as Additional courses for their students enrolled in UG/ PG Programs**

i. As per the provisions in the NCrF, up to 50 percent of the total credit requirement of a UG/ PG program can be fulfilled by earning credits from the Skill based courses / Qualifications of appropriate NCrF levels (4.5 to 8). Such Skill-based courses/ qualifications may be implemented in different ways by the HEIs for their enrolled students as given below:

a. **As part of the UG/ PG curriculum** - Such courses/ qualifications, may be NHEQF or NSQF aligned, and are integrated as part of the curricular structure of the UG/PG program.

b. **As additional courses/ qualifications, not integrated within the curriculum of a UG/ PG program or offered as a standalone course/ qualification -** The HEIs may offer relevant skill-based courses/ qualifications over and above their approved curricular structures with provision of additional credits. While additional course/ qualification may be related to the curricular stream of the student/learner, the standalone course/ qualification could also be totally unrelated to the curricular stream of the UG/PG Program but supports the holistic development of the learner. Such courses/ qualifications could either be NHEQF or NSQF aligned.

ii. HEIs may offer Skill-based NHEQF courses/ qualifications developed by them with the approval of their highest Academic Body/ authority. The HEIs may also implement NSQF aligned and approved skill-based courses/ qualifications **to their enrolled UG/ PG students,** carry out assessments to ascertain the learning outcomes and issue their own certificates for such courses/ qualifications subject to successful assessment.

iii. At present, the curricular structure/ design in Higher Education for their UG program is based on the guidelines for Four Year UG program, which includes Vocational Education, Training and Skilling as an important component of learning. The table in **Annexure VI** gives an illustration on how skill-based courses/ qualifications can be integrated with the curricular structure of a UG program. The skill-based courses/ qualifications can also be implemented as:

a. Ability Enhancement Course, Skill Enhancement Course, Value added common courses or as Summer Internship programs.

b. The foundational or upskilling courses/ qualifications which may form part of skill/ability enhancement courses.

c. As part of the Major or Minor stream in the curriculum.

B.   Offering Standalone Skill-Based NHEQF courses/ qualifications by HEIs to the learners beyond their regular UG/ PG students

i.   HEIs may offer Skill-based NHEQF courses/ qualifications developed by them with the approval of their highest Academic Body/ authority **to the students/ learners beyond their regular UG/ PG students** subject to their jurisdiction as permitted by their Statutes.

ii.   The learners may be issued an HEI Skill Certificate by the HEI concerned with Skill India branding for such NHEQF courses/ qualifications.

C.   Offering Standalone Skill-Based NSQF courses/ qualifications by HEIs to the learners beyond their regular UG/ PG students

i.   In case any HEI wants to operate in the VETS ecosystem and offer the NSQF aligned and approved Skill based courses / qualifications of appropriate NCrF levels 4.5 and above as standalone courses, to learners beyond their regular enrolled UG/ PG students, the HEI may do so if it is a recognised Awarding body (AB) of NCVET.

ii.   As an AB, HEIs may implement NSQF aligned and approved skill-based courses/ qualifications, to the students/ learners beyond their regular UG/ PG students subject to their jurisdiction as permitted by their Statutes, and issue NCVET certificates, with Skill India branding, for such courses/ qualifications subject to successful assessment.

iii.   As an AB, HEI may also develop an NSQF course/ qualification with the approval of National Skills Qualification Committee (NSQC). NSQC includes members /representatives from UGC and AICTE

iv.   As an AB, the HEIs may also adopt NSQF aligned and approved qualifications out of more than 1300 courses / qualifications of NCrF level 4.5 and above (including 340+ future skill qualifications) in various sectors (list available at www.nqr.gov.in).

7.1.2.   As long as the NSQF courses are being offered as part of the curricular structures which are duly approved by the highest academic body concerned of the HEI, no approval of NCVET would be necessary. The HEIs may implement and carry out the assessments in respect of the NSQF courses, assign credits and award certificates. The credits earned from such vocational/ skill-based courses from an HEI would not require further validation or approval from NCVET.

7.1.3.   The credits assigned to the NSQF aligned course/ qualification integrated within curriculum or offered as additional/ standalone course/ qualification would be same as the credits specified in the NQR.

7.1.4. To ensure quality and adherence to the required industry standards while implementing the NSQF courses, the HEIs would ensure that all the essential requirements of infrastructure, teachers/ trainers, assessors, skill/ practical labs/ workshops, and learning material etc are met with in accordance with the prescribed guidelines with respect to the courses/ qualifications concerned. In case the HEIs does not have the adequate facilities and resources to implement the course/ qualification, they may seek the assistance and support from the Sector Skill Councils, the Awarding Bodies or the Assessment Agencies concerned.

7.1.5. Any credit from NSQF aligned skill-based courses earned by a student/ learner from an HEI, which remained unredeemed/ un-utilised, can be used for issuance of a skill certificate by the concerned HEI within the timespan prescribed and such certificate shall carry the name and level of the courses so completed. However, the skill certificate issued will be that of the HEI concerned and not an NCVET certificate unless the HEI is a deemed AB/ AB. Such certificate will also carry a Skill India Logo.

7.1.6. In case of professional courses regulated by the statutory bodies (UGC, AICTE, NCVET, NCTE etc.), their norms standards and guidelines shall apply while offering and implementing the skill-based courses/ qualifications.

7.1.7. All the HEIs implementing skill-based courses/ qualifications whether as part of the curriculum or for outside their regular UG/PG program for other learners shall ensure registration on Academic Bank of Credit (ABC) as well as share data with Skill India Digital (SID) regarding the Skill-based courses/ qualifications as per the prescribed process. The HEIs to also ensure registration of their learners on the ABC through the APAAR id.

7.1.8. Bridge courses may be conducted offline or online or bended mode or through SWAYAM portal or similar online platforms duly recognised by the regulator concerned for the purpose.

7.1.9. For offering and creditising the courses conducted by an educational technology company (known as edTech companies) and making these as part of the curriculum, the guidelines of the respective regulators shall apply.

7.1.10. To enable the interested HEIs to seamlessly design, develop and offer NSQF courses and qualification without the need to approach NCVET, the NCVET Council has already decided to grant the status of deemed awarding bodies to all the Institutes of National Importance (INIs), including all IITs, NITs, IISERs, NIDs, IIMs, Central Universities and Deemed Universities etc. These deemed AB HEIs would act as a dual Awarding body (AB) with PAN India jurisdiction.

7.1.11. The deemed Awarding Bodies will also have access to all the available Vocational Education, Training and Skilling resources including model curriculum, e-content, Training of Trainers (ToT) & Training of Assessors (ToA) resources, skill training assistance and support from the Sector Skill Councils, Awarding Bodies and Assessment Agencies concerned in implementation of the NSQF aligned and approved courses/ qualifications.

7.1.12. The other interested HEIs may also get the status of a recognised awarding body for the purpose of developing and implementing the NSQF aligned Qualification in their authorised jurisdictions to the learners other than their regular students. For this purpose, a simplified process of Awarding Body recognition has been put in place by NCVET for HEIs.

7.1.13. If a student from vocational education wishes to enter the general education at the next higher NCrF level or vice-versa, an expert committee of the HEI concerned (as detailed in the SOPs of Higher Education) may identify any gaps between the skill and education and suggest suitable bridge courses for establishing the eligibility or for admitting the students to general education/ vocational education.

7.1.14. The details of parameters and provisions for integration of VETS courses/ qualifications in Higher Education Institutions/ Universities including General Universities and Skill Universities are given in the **Annexure-VII.** The detailed guidelines for implementation of Skill based qualification/course in Higher Education Institutes may also be referred to in the SOPs for operationalising of NCrF in Higher Education.

7.2. Implementation and Integration of Skill-based courses/ qualifications in School Education

At present, the following provisions in the curricular design in Schools (as per CBSE) in context of VETS are available:

i. As per the National Curricular Framework (NCF), out of the 8 curricular areas one is vocational education. The NCF mandates that any vocational course introduced in the school education system needs to be NSQF aligned and approved. The students also have flexibility of choosing the subject of their choice from these 8 curricular areas as prescribed in NCF.

ii. The General provisions applicable for integration of VETS in education shall be applicable for school education as well.

iii. The integration of VETS in school shall as per the provisions prescribed in the SOP for operationalization of NCrF in School Education being finalized by the concerned Sub-Committee chaired by Chairman, CBSE.

iv. Every School Boards may offer, as part of their NCF curricular structure, vocational and skill-based courses/ qualifications of the appropriate NCrF levels which are either designed/ developed by them as per National Curricular Framework (NCF) and approved by their highest State level academic body concerned or adopt the NSQF aligned and approved courses available on National Qualification Register (NQR) Portal at www.nqr.gov.in as per the requirement. Thus, such Skill-based courses/ qualifications may be implemented in different ways by the School Education Boards for their own students as given below:

c. **Skill based course integrated as part of the school curriculum**- Such courses/ qualifications are offered as integrated as part of the curricular

structure in school education and could either be NSQF aligned or as per the National Curricular Framework (NCF) for school education.

d. **Skill-based courses/ qualifications as additional course/ qualification or as standalone course not integrated within the curriculum of Schools-** The Schools may offer relevant skill-based courses/ qualifications over and above their defined curricular structure with provision of additional credits. Such courses could either be NSQF aligned or NCF aligned for school education.

v.   As long as the NSQF courses are being offered as part of their curricular structures which are duly approved by their highest academic body concerned, no approval of NCVET would be necessary.   The School Boards may implement and carry out the assessments in respect of the NSQF courses, assign credits and award certificates. The credits earned from such vocational/ skill-based courses from a School Board would not require further validation or approval from NCVET. The credits assigned to the NSQF aligned course/ qualification integrated with School curriculum or offered as additional/ standalone course/ qualification would be same as the credits specified in the NQR.

vi.   Integration of VETS in School Education to learners beyond their regular school students: In case any the School Board wants to operate in the VETS ecosystem and offer the Skill based courses / qualifications of appropriate NCrF levels (upto NCrF level 4) as standalone courses, to learners beyond their regular school students, the following shall be applicable:

   a.   The School Board will have to get the status of a dual category recognised Awarding body (AB) of NCVET.

   b.   As an AB the school boards can either develop their own NSQF aligned courses/ qualifications and get the same approved by the NSQC or Adopt NSQF courses developed by other Awarding Bodies and duly approved by NSQC from www.nqr.gov.in after following the due prescribed process.

   c.   Offer such NSQF courses/ qualifications as standalone courses/ qualifications in their jurisdictions to the students/ learners beyond their regular school students.

   d.   NCVET certificate with Skill India branding shall be issued for such NSQF aligned and approved VETS courses/ qualifications.

   v.   School Boards are also encouraged to design/ develop the skill courses in collaboration with the industry to be creditised as NSQF Qualification approved by NSQC for offering to in the School Boards to students/ learners other than regular students, the same shall be permissible.

   vi.   Any NSQF course/ qualification to be offered by a School Board other than as part of their NCF/ School curriculum/ programs would require approval from National Skills Qualification Committee (NSQC).

vii. Such skill-based courses/ qualifications can also be implemented within the jurisdiction of the School Board concerned as permitted by the Statute as employability courses/ qualifications; skill enhancement courses/ qualifications or as skilling/ upskilling courses/ qualifications.

vii. To ensure quality and adherence to the required industry standards while implementing the NSQF courses, the School Boards would ensure that all the essential requirements of infrastructure, teachers/ trainers, assessors, skill/ practical labs/ workshops, and learning material etc are met with in accordance with the prescribed guidelines with respect to the courses/ qualifications concerned. In case the School Board does not have the adequate facilities and resources to implement the course/ qualification, they may seek the assistance and support from the Sector Skill Councils, the Awarding Bodies or the Assessment Agencies concerned.

viii. All the School Boards implementing skill-based courses/ qualifications whether as part of the curriculum or for outside their regular school curriculum for other learners shall ensure registration on Academic Bank of Credit (ABC) as well as share data with Skill India Digital (SID) regarding the Skill-based courses/ qualifications as per the prescribed process. The School Boards to also ensure registration of their students/ learners on the ABC through the APAAR id.

ix. All skill based courses certificates by school boards would have a common branding of Skill India with Logo.

x. The other interested School Boards may also get the status of a recognised awarding body for the purpose of developing and implementing the NSQF aligned Qualification in their authorised jurisdictions to the students/ learners other than their regular students. For this purpose, a simplified process of Awarding Body recognition has been put in place by NCVET for NCVET recognition of School Boards.

xi. If a student from vocational education wishes to enter the general education at the next higher NCrF level or vice-versa, the provisions of National Credit Framework (NCrF) would be applicable. In case of special cases not covered under the guidelines an expert academic committee of the School Board concerned may identify any gaps between the skill and education and suggest suitable bridge courses for establishing the eligibility or for admitting the students to general education/ vocational education.

Composition of the Sub-Committee to operationalize NCrF in of Vocational Education and Training/Skilling:

(a)	Dr Neena Pahuja, Executive Member, NCVET	Chairperson
(b)	Representative from UGC	Member
(c)	Representative from AICTE	Member
(d)	Representative from Dept of Higher Education	Member
(e)	Representative from Dept of School Education	Member
(f)	Dr Biswajit Saha, Director, Vocational Training, CBSE	Member
(g)	Dr TN Giri, Director, Vocational Education, NIOS	Member
(h)	Col Gunjan Chowdhary, Director, NCVET	Member Secretary

Apart from the above, **Dr. Vinita Aggarwal,** Executive Member NCVET, Ms. **Trishaljit Sethi,** DG- DGT and **Ms. Sarika Dixit**, Consultant Grade-II, NCVET were part of the meeting and supported in formulation of the SOP.

Annexure II: Table: Standard Norms for Minimum Entry Criteria & Range of Notional Hours etc for National Skill Qualification Framework (NSQF) aligned Qualifications.

NSQF Level attained after VET/ Skill Trg (STT/ LTT)	Short Term Training (STT)				Long Term Training (LTT)		
	Minimum entry criteria for undergoing Short Term Training (STT)		Minimum Range of Notional hours - In Multiple of 30)	Employability Skills (ES) to be Included in the notional hours	Minimum entry criteria for undergoing Long Term Training (LTT)	Minimum Range of Notional hours – In Multiple of 30)	Employability Skills (ES) – to be Included in the notional hours
	Min Education/ Vocational Education, Training and Skilling required for undergoing Short Term Training (STT)	Minimum Required Experience* for undergoing Short Term Training (STT)					
Level 1	▢ No formal education	No Experience	150-210 Hours	30 hours	No LTT course	Nil	Nil
Level 2	• No formal education • May require ability to read and write for some qualifications	No Experience However, 1 year relevant experience may be desirable for some qualifications	210-270 Hours	30 hours	No LTT courses	Nil	Nil
	Previous relevant Qualification of NSQF Level 1	No Experience					
Level 2.5	• 9th Grade pass • 8th Grade pass and pursuing continuous schooling	No Experience	240-300 Hours	30 hours	8th Grade Pass	1200 hours AND (for NTC only) 150 hours of project work	120 hours
	8th grade pass	1 year relevant experience					
	5th grade pass	4 year relevant experience					
	Ability to read and write	5 year relevant experience					
	Previous relevant Qualification of NSQF Level 2	6 months of relevant experience					
	Previous relevant Qualification of NSQF Level 1	1.5 year relevant experience					
Level 3	• Grade 10 pass	No Experience required.	270-390 Hours	30/ 60 hours	9th Grade Pass	1200 hours	120 hours

Level	Entry Qualification	Experience	Notional Hours			Exit Qualification	Training Hours	Module Hours
	• Grade 8 pass with two year of (NTC/ NAC) after 8th • Grade 8 pass and pursuing continuous schooling in regular school (in case of 2 year prog) • Grade 9 pass and pursuing continuous schooling in regular school					8th Grade Pass	2400 hours AND (for NTC only) 150 hours of project work	180 Hours (min 90 hours module in 1st year)
	9th Grade pass	1 year relevant experience						
	8th grade pass	2 year relevant experience						
	5th grade pass	5 year relevant experience						
	Previous relevant Qualification of NSQF Level 2.5	1.5 year relevant experience						
	Previous relevant Qualification of NSQF Level 2	3 year relevant experience						
Level 3.5	• 11th Grade pass • Completed 1st year of 3-year diploma after 10th. • 10th grade pass and pursuing continuous schooling. • 8th grade pass with two years of NTC plus 1 year NAC/CITS	No Experience required	360-420 Hours	30 /60 hours		10th Grade Pass	1200 hours AND (for NTC only) 150 hours of project work	120 hours
	• 10th Grade pass • 8th grade pass with two years of any combination of NTC/NAC/CITS or equivalent. 8th Grade pass	One year relevant Experience required 3 year relevant experience						
	Previous relevant Qualification of NSQF Level 3	1.5 year relevant experience						
	Previous relevant Qualification of NSQF Level 2.5	3 year relevant experience						
Level 4	• 12th grade pass • Completed 2nd year of 3-year diploma (after 10th) • Pursuing 2nd year of 3-year regular Diploma (after 10th) • 10th grade pass with two years of any combination of NTC/NAC/CITS or equivalent. • 8th pass plus 2-year NTC plus 1-Year NAC plus 1-Year CITS • 10th grade pass and pursuing continuous schooling (for 2 year program) • 11th Grade Pass and pursuing continuous schooling	No Experience required.	390-480 Notional Hours of Training	30 hours/ 60 hours		11th Grade Pass or equivalent	1200 hours	120 hours
						10th Grade Pass or equivalent	2400 hours AND (for NTC only) 150 hours of project work	180 hours (min 90 hours module in 1st year)

Level	Qualification	Experience	Notional/Internship	Hours	Entry Qualification	Training Hours	Project Hours
	11th Grade Pass	1 year relevant experience					
	10th Grade Pass	2 year relevant experience					
	Previous relevant Qualification of NSQF Level 3.5	1.5 year relevant experience					
	Previous relevant Qualification of NSQF Level 3.0	3 year relevant experience					
Level 4.5	• Completed 1st year of 3-year/ 4-years UG • Pursuing 1st year of 3-year/ 4-years UG and continuing education • Pursuing 3rd year of 3-year diploma after 10th and continuing education • Completed 3-year diploma after 10 • Completed 1st year of 2 year diploma after 12th • Pursuing 2nd year of 2- year diploma after 12 and continuing education • 12th Grade pass with 1-year NTC/NAC • 10th grade pass with 3 year of any combination of NTC/NAC/CITS or equivalent.	No Experience required	450-510 Notional Hours of Training OR For UG Students - 450 Hours of Internship + project work with Assessment	60 Hours	12th grade pass or equivalent	1200 hours AND (for NTC only) 150 hours of project work	120 hours
					10th Grade pass or equivalent	3600 hours	240 hours (Min 90 hours module in 1st year)
	12th Grade Pass	1 year relevant experience					
	10th grade pass with 2 year of any combination of NTC/NAC/CITS or equivalent.	1 year relevant experience					
	8th Grade pass with 2-year NTC plus 1year NAC plus 1-year CITS	1 year relevant experience					
	10th Grade pass	3 year relevant experience					
	Previous relevant Qualification of NSQF Level 4	1.5 year relevant experience					
	Previous relevant Qualification of NSQF Level 3.5	3 year relevant experience					
Level 5	• Completed 2nd year of 3-year/ 4-years UG • Pursuing 2nd year of 3-year/ 4-years UG and continuing education • Completed 2nd year of diploma (after 12th) • Pursuing 2nd year of 2-year diploma after 12th	No Experience required	480 to 570 Notional Hours of Training OR For UG Students - 510 Hours of Internship +	60 hours	Completed 3 year diploma after 10th Grade	1200 hours	120 hours
	12th pass with 2 year of any combination of NTC/NAC/CITS or equivalent.	No Experience required			Completed 1st year UG or equivalent	1200 hours	120 hours
	• Completed 3-year diploma after 10th • 12th Grade pass with 1-year of NTC/NAC • Completed 1st year of 3-year/ 4-years UG	1 year relevant experience			12th Grade pass or equivalent course	2400 hours	180 hours (Min 90 hours module in 1st year)
	12th Grade pass	2 year relevant experience					

Level	Qualification	Experience	Notional Hours / Internship	Hours	CITS Qualification	Hours	Hours
	10th Grade pass	4 year relevant experience	project work with Assessment				
	Previous relevant Qualification of NSQF Level 4.5	1.5 year relevant experience			10 Grade pass plus 2 year NTC plus 1year relevant experience (only for CITS) OR 10th grade pass plus 1 year NTC plus 2 year relevant experience (only for CITS)	1200	120 Hours
	Previous relevant Qualification of NSQF Level 4	3 year relevant experience					
Level 5.5 UG Degree	• Completed 3rd year of 3-year/ 4-years UG • Pursuing 3rd year of 3-year/ 4-years UG and continuing education • Completed 12th grade with 1-years of NTC plus 1-year NAC plus 1-year CITS	No Experience required	540 to 600 Notional Hours of Training OR For UG Students - 550 Hours of Internship + project work with Assessment	60 hours/ 90 hours	Completed UG 1st year or equivalent	2400 hours	180 hours (Min 90 hours module in 1st year)
	• 12th Grade Pass with 2 years of any combination of NTC/NAC/CITS or equivalent • Completed 2nd year diploma after 12 • Completed 2nd year of 3-year UG	1 year relevant experience			Completed UG 2nd year or equivalent	1200 hours	120 hours
	• 12th Grade pass with 1-year NTC/ NAC • Completed 3-year diploma (after 10th)	2 year relevant experience					
	Completed 3-year diploma after 10th	2 year relevant experience					
	12th Grade pass	3 year relevant experience					
	Previous relevant Qualification of NSQF Level 5	1.5 year relevant experience					
	Previous relevant Qualification of NSQF Level 4.5	3 years relevant experience					
Level 6	• Pursuing first year of 2-year PG program after completing 3-year UG degree • Pursuing 1-year PG diploma after 3-year UG degree • Completed 4th year UG (in case of 4-year UG) • Pursuing 4th year UG (in case of 4-year UG) and continuing education	No Experience Required	570 to 660 Notional Hours of Training OR	90 hours	Completed UG degree (3 year) OR Equivalent	1200 hours	120 hours
	Completed 3-Year UG Degree	1 year relevant experience					

Level	Qualification	Experience	Notional Hours	Hours	Lateral Entry	Hours	Hours
	• 12th Grade Pass with 2 years of any combination of NTC/NAC/CITS • Completed 2 year of diploma after 12th	2 year relevant experience	For UG/ PG Diploma Students - 600 Hours of Internship + project work with Assessment				
	Completed 1st year of 2 year diploma after 12th Grade	3 year relevant experience					
	12th Grade pass	4 years of relevant experience					
	Previous relevant Qualification of NSQF Level 5.5	1.5 years relevant experience					
	Previous relevant Qualification of NSQF Level 5	3 years relevant experience					
Level 6.5	• Pursuing PhD (after 4-year UG honours with research) • Pursuing 2nd year of 2-year PG (after 3 year UG Degree) • Pursuing 1st year of 2-year PG (after 4 year UG Degree) • Completed 2-year PG degree (after 4 year UG)	No Experience Required	630 to 690 Notional Hours of Training OR For PG Students - 660 Hours of Internship + project work with Assessment	90 hours	Completed 4 year UG degree OR Completed PG Diploma after 3 year degree OR completed 1st year of 2 year PG program	1200 hour	120 hours
	• Completed 4-year UG program. • Completed 1st year of 2-year PG after 3-year UG degree	1 year relevant experience					
	Completed 3-years UG	2 year relevant experience					
	Completed 2-year Diploma after 12th Grade (in any field)	3 years of relevant experience					
	12 Grade Pass with 2 years of any combination of NTC/NAC/CITS	3 years relevant experience					
	Previous relevant Qualification of NSQF Level 6	1.5 years relevant experience					
	Previous relevant Qualification of NSQF Level 5.5	3 years relevant experience					
Level 7 PG Engg	Pursuing PhD	No Experience Required	660 to 750 Notional Hours of Training OR For PG Students - 720 Hours of Internship + project work with Assessment	120 hours			
	Pursuing 2nd year of 2-year PG after 4 year UG program	No Experience Required					
	Completed 2-year PG degree after 3-year UG	1 year relevant experience					
	Completed 4-year UG degree	2 year relevant experience					
	Completed 3-year UG degree	3 year relevant experience					
	Previous relevant Qualification of NSQF Level 6.5	1.5 years relevant experience					
	Previous relevant Qualification of NSQF Level 6	3 years relevant experience					
Level 8	PhD in the relevant field	No Experience Required	750 onwards	120 hours			

PhD/ More than 19 years	PhD in any field	1 year relevant experience	Notional Hours of Training OR 810 Hours of Internship & project		
	2-year PG in relevant field	3 year relevant experience			
	2-year PG in any field	4 year relevant experience			
	3-year UG in relevant field or 4-years UG	5 year relevant experience			
	3-year UG in any field	6 year relevant experience			
	Previous relevant Qualification of NSQF Level 6.5	4.5 years relevant experience			
	Previous relevant Qualification of NSQF Level 7	3 years relevant experience			

Annexure III: Types of Assessment, and its Importance

i. **Diagnostic Assessments**: Diagnostic assessments evaluate an individual's understanding on the knowledge and skills of certain topic to enable clear understanding of what the candidate knowledge is.

ii. **Formative Assessments**: Formative assessments is a continuous learning-based evaluation, it's a technique to assess candidates' performance and progress simultaneously. Formative assessments are much simpler than summative assessments and uses lectures, in-class discussions, quick questions, surveys to evaluate students.

iii. **Summative Assessments**: Summative assessment is to evaluate candidates learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments include midterm exam, final project, paper, senior recital.

iv. **Ipsative Assessments:** Ipsative assessment is defined as a specific type of survey or assessment in which the participant is forced to select one option among other socially desirable options. ipsative assessment questions a person or compares a person with himself, highlighting the strengths and weaknesses of a person.

v. **Norm-referenced Assessments**: Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.

vi. **Criterion-referenced Assessments**: Criterion-referenced tests and assessments are designed to measure candidates' performance against a fixed set of predetermined criteria or learning standards — i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.

vii. **Peer-to-Peer Randomised Assessments**: Peer assessments or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps the candidates to develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

viii. **Industry Validates (Of Effectiveness) Assessments**: In the vocation education, Industry validation of effectiveness of training is very important because ultimately the skills acquired are going to be used, acknowledged, and implemented in the industry. Therefore, this is considered as one of the best ways of outcome-based assessment in which the assessment is directly done by the employers.

ix. **AI based Assessments:** Artificial Intelligence based assessment provides constant feedback to supervisor/ instructor about how the candidate learns, the support they need and the progress they are making towards their learning goals. Ideally, AI in assessment is used to prevent human bias having an undue impact on the assessment.

x. **Self-Assessments**: Self-assessment provides candidates with an opportunity to self-evaluate or make judgments about their learning process and products of learning, based on criteria that they have agreed on with their instructor.

xi. **Assessments for Recognition of Prior Learning**: Recognition of Prior Learning is a method to assess the previous learning, functional competencies/ skills of a student/learner acquired through formal, non-formal and informal modes of learning, and is systematically evaluated against the learning outcomes and assessment criteria of a NSQF aligned and approved (NAAA) qualification (leading to the award of credit). The RPL therefore, is also a method to assess whether a student/ learners can demonstrate to meet the assessment requirements on a job-role/ qualification through knowledge, understanding of skills they already possess and they may or may not require undergoing a defined course of learning.

xii. **Game based assessments:** Game-based assessments offer a powerful, candidate-friendly alternative to traditional assessment testing. Game-based assessments are pre-hire assessments built as games to assess candidates' skills in a quick and engaging experience. Game-based assessments are flexible and can be administered on a standalone basis (through an enterprise portal) or via an ATS / HRIS (through API integration).

Annexure IV: General Mechanism for Creditization of Courses in Blended Learning format

Digital: Physical Learning Duration (in ratio and min.)	Types of Content	Assumptions
1 : 1 **(60 min = 60 min)**	• Recorded Live lecture/ Modules (Video) • PDF/ Text/ e-books • Lectures through Broadcast/ TV Channels (LIVE) • Meta-verse, AR/VR/XR, Digital Twins • Social Networking Tool • Actual Plant/ process videos	• Similar pace of delivery as the offline course • The meta-verse: adaptation of the content to a virtual environment is efficient. • Social Networking Tool (60 min = 12 modules/ micro nuggets of 5 min each)
(1: 2) to (1 : 1.11) **(30 to 54 min = 60 min)**	• Video Content • Web eLearning • Online curated self-learning • Presentation • Photographic Image – Instructional (60 min = 10-20 photographic images) • Illustration/ Graphic/ GIF • Virtual Labs • Animation • Simulation-based Drill & Practical • Online interactive mode (two-way) – AI/ Robot Led	• Concise content delivery without sacrificing essential information • Self-paced learning allows Students/Learners to progress at their own speed. • Presentation (60 min = 20-30 slides, each slide covers 2-3 min) • Assume each Picture contains content equivalent to 1000 words • Assuming a moderate level of complexity
(1 : 3.33) to (1 : 2) **(20 to 30min = 60 min)**	• Concise, targeted video content, • Web eLearning • Gamification	• Review the content 3 times for the appropriate learning • With targeted approach and leveraging multimedia elements, such as videos, animations, and interactive graphics • Assuming a moderate level of complexity
Based on specific application	• Meta-verse, • AR/VR/XR, • Digital Twins • Actual Plant/ process videos	• Depending on the level of interactivity and the amount of additional content or activities included, the duration of these course might increase slightly compared to the offline version.

Annexure V: Creditization of Special Provisions under NCrF

S. No	Particular	Conditions/ Assumptions/ Notional Hours	Learning Hours	Credit Mechanism and NSQF/NCrF Levels	AAs for assessment (Deemed/ Otherwise)
1.	Olympiads	i. pre-defined learning outcomes against desired learning ii. Assessment Criteria may be decided by the committee responsible for conduct of the Olympiad.	Based on the learning outcomes, the learning hours required to achieve this level of proficiency may be defined by the Committee	NCrF level shall be based on the academic entry requirements set for the Olympiad. Based on the learning hours required to achieve this level of proficiency, credits may be defined by the Committee	To be assessed through RPL. The entity / Organisation conducting the Olympiad could be considered for recognition as special category AA
2.	Hackathon	A problem statement may be designed and developed by the committee responsible for the conduct of the Hackathon. Learning Outcomes to be established in terms of required solution/s.	May be decided as per the committee planning the Hackathon.	NCrF level may be decided as per the defined learning outcomes, Level Descriptors etc. Based on the learning hours required to achieve these learning outcomes, credits may be defined by the Committee	The Organisation conducting the Hackathon must have a committee consisting of Academicians, Industry experts, Subject Matter experts etc.
3.	Performing Arts/ Music/ Dance Etc	For each, the progression from beginner to Advance level is pre-defined and there are well-defined standards of the same.	Involves hours of practices and hence the various levels may be considered as mark of progression.	NSQF level to be assigned by the bodies concerned based on the performance outcomes, Level Descriptors and other criteria like- • Level of certification in music/ dance • Award Winners like State awards, Padma Shri, Padma Vibhushan etc	Assessment could be direct or through RPL as per the defined progression. The entity of repute like a known music house, or authorised dance school can be identified/ recognised as special category AA for this.
4.	Sports & Games/	For each, the progression from beginner to Advance level is pre-defined and there are well-defined standards of the same.	Involves hours of practices and hence the various levels may be considered as mark of progression.	NSQF level to be assigned by the bodies concerned based on the performance outcome, Level Descriptors and other criteria like- • World record holders at district/ state/national/ international/ Olympic level • Medal Winners at district/state/ national/ international/Olympic level	Assessment could be direct or through RPL as per the defined progression. The entity of repute like a known sports authority or authorised training centre can be identified/ recognised as special category AA for this.
5.	NCC/NSS	i.Learning outcome i.e. Certificate A, B, C of NCC ii.Time spent during training in the NCC/NSS	Learning Hours in absolute hours be taken into account on different levels. Hours may be calculated based on attendance	The certificate A, B or C may be mapped with the academic level to draw equivalence. The credit to be calculated in terms of notional hour spent.	As determined by the designated agency (AA/ NCC/ any other) Eg. Directorate of National Cadet Corps.

				NCrF level will remain the same as the academic level	
6.	Social Work	i. Project-based ii. Social Entrepreneurship ventures	The learning hours spend on field subject to evidence and measurable outcomes	NSQF level shall be decided through pre-assessment as per RPL process and may be allotted subject to clearing assessment	Assessment on basis of RPL or on basis of measurable evidence-based outcome assessed by an entity of repute.

Annexure VI: Skill Component in the Curricular Design for Four Year Undergraduate Program (FYUGP)

S. No	Broad category of Course	Minimum Credit Requirement	Minimum Credit Requirement	
		3-year UG	4-year UG	
1	Major (Core)	60	80	Upto 50% of these could be from Skill based Courses
2	Minor Stream can be 2	12+12	16+16	These may also be skill based courses
3	Multi-disciplinary	9	9	
4	Ability Enhancement course	8	8	
5	Skill Enhancement Course	9	9	These are Employability Skills/ Soft Skills, Life Skills
6	Value added course common for all UG	6-8	6-8	
7	Summer internship	2-4	2-4	
10	Research Project/ Dissertation	-	12	
	TOTAL	**120**	**160**	

Annexure VII: Skill-Based VETS courses/ qualifications in the General and Skill Universities/ HEIs

The Government of India, vide its order no. MSDE (DGT)(19/09) 2022CD dated 10th April 2023, constituted a committee to examine various issues related to skill universities (SU) including the flexibility and norms for skill universities viz-a-viz the general universities. Accordingly, a meeting was held on 2nd August 2023, wherein Chairperson UGC, Chairperson AICTE, Chairperson NCVET, Chairman, NETF & NAAC, and Senior Economic Advisor, MSDE were present. The following were discussed and agreed upon on various provisions and parameters applicable to skill universities and general universities:

S. No	Parameters	General Universities	Skill Universities
1.	Overall Regulation	By UGC under the UGC Act and Regulations	By UGC under the UGC Act and Regulations
2.	Types of programs	Multi-disciplinary	Primarily VET/S
3.	% of Skill Based Program	As per UGC norms	Minimum 50% of program to be skill based
4.	% Skill based courses in a program	• As per UGC norms • Upto 25% inter-disciplinary subject • Upto 50% of skilling component in a program	Upto 70% of skilling component in a program
5.	Minimum Admission criteria	Minimum 10+2 / (12th Grade pass) or Equivalent	For Diploma - 10 Grade Pass or completed 2 year ITI after 8th
6	ME-ME Options and Entry Qualifications - Models	• ME-ME Options • 1st year UG- certificate • 2nd year UG- Diploma • 3rd year UG- Degree • 4th year UG- Degree with Honours and Honours with Research	In addition to ME-ME, can follow Integrated Model: • 10+2 years = ITI Certificate + 12 Grade • ITI certificate + 2 years= Diploma / UG Diploma • Diploma +1 year= BS degree • Diploma + 2 year= BS Degree with Hons
7.	NCrF Levels applicable	Level 4.5 and onwards	Level 3.5 and Onwards (as entry is allowed after 10th Grade)
8.	Level of Skill Courses/ Qualification/ Job Roles being offered	Level 4.5 and above • NHEQF courses - Level 4.5 & above (as per UGC guidelines) • NSQF Qualifications - Level 4.5 & above (As per NCVET guidelines)	• NHEQF courses - Level 4.5 & above (as per UGC guidelines) • AICTE Diploma Courses- Level 3.5, 4.0 and 4.5 (As per AICTE guidelines) • NSQF Qualifications- Level 3.5 & above (As per NCVET guidelines)

9.	**Norms/Provision: Staffing and Infrastructure Norms**	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms, NSQC approved qualifications	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms, NSQC approved qualifications
10.	**Recognition of Prior Learning (RPL) Norms**	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms
11.	**Internships and on the job training (OJT) Norms**	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms	• NHEQF- UGC regulations • NSQF- NCVET Guidelines/ Norms
12	**Apprenticeship And Work/ Apprenticeship Embedded program**	• Degree (Level 4.5-8)- UGC to decide, Regulations by UGC • Diploma (Level 4.5) - Regulations by AICTE • Diploma (VET&S) (Level 4.5 - 5)- Guidelines by NCVET	• Degree (Level 4.5-8)- Regulation by UGC • Diploma (Level 4.5)- Regulation by AICTE • Diploma (VET&S) (Level 4.5 - 5)- Guidelines by NCVET
13.	**Standards, Norms and Parameters for the NIRF/ NAAC ranking**	• As per Standards, Norms and Parameters by UGC and Chairman NAAC	• Standards, Norms and Parameters to be suitably modified in consultation with the stakeholder
14.	**Provision for aspirational nomenclature**	• General Degree, Diploma by UGC and • Diploma (VET&S) By NCVET	• Degree, Diploma by UGC and • Diploma (VET&S) By NCVET
15.	**Embedding of VET/S in HE**	• Multi-disciplinary courses/Employability Skills qualifications from NHEQF & NSQF	• Research and Development of higher order skills-based qualifications

Note: AICTE regulates 3 years Diploma or one-year advance diploma programs where entry level is 3 and 6 respectively. All diploma or advance diploma programs may run either AICTE/ State Technical Education Boards approved or NSQF aligned and approved courses/ Qualifications of appropriate levels.