



File No: 22003/01/2024/NCVET  
Ministry of Skill Development and Entrepreneurship  
(National Council for Vocational Education and Training)

DATED: 02/04/2024

ORDER

**Subject: Inviting Public Comments on the Guidelines - Establishment and Operation of Academic Bank of Credits in Vocational Education, Training and Skilling (VETS)- Regd**

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. 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.
2. The Government of India vide its order dated 10th May 2023 constituted a High-level Committee (HLC) to oversee the operationalization and implementation of NCrF. The Academic Bank of Credits (ABC) is an integral component for implementation and operationalization of NCrF. ABC is a digital repository that stores credit information earned by students/learners throughout their educational journey. It necessitates that the recognized Awarding Body registers both their credentials and the students/learners.
3. In pursuance of the inclusive principles of National Education Policy (NEP) 2020 and provisions of NCrF, draft notification for **Establishment and Operation of Academic Bank of Credits in Vocational Education, Training and Skilling (VETS) Guidelines** has been formulated. These guidelines aim at detailing the various aspects of Academic bank of Credits ensuring seamless credit accumulation, storage, transfer and redemption through a single window.
4. The draft notification for ABC has been finalized after extensive consultation as well as discussion in the High-Level Committee and is being placed for public consultation. The comments if any may pls be shared on- [comments.ncrf@gmail.com](mailto:comments.ncrf@gmail.com)

Col Gunjan Chowdhary  
Director, NCVET



## National Council for Vocational Education and Training

# Academic Bank of Credits

### NOTIFICATION

**F. No. 22003/01/2024/NCVET** - In exercise of the powers conferred by Para 19 (section 1, 4 and 5) of the NCVET notification No: SD-17/113/2017-E&PW, the “Powers of the Council to frame guidelines”, NCVET hereby makes the following guidelines, namely: -

**1. Short title, Application and Commencement. –**

- i. These Guidelines may be called the National Council for Vocational Education and Training (***Establishment and Operation of Academic Bank of Credits in Vocational Education, Training and Skilling (VETS) Guidelines, 2024.***
- ii. These Guidelines shall apply to all recognized Awarding bodies and entities involved in implementing VETS and related activities.
- iii. They shall come into force from the date of their notification in the Gazette of India.

**2. Definitions.-** In these Guidelines, unless the context otherwise requires,-

- i. **“Academic Bank of Credits”** is a digital/ virtual/ online entity established with the approval of the Central Government, for storing all types of the credits based on learning from academic, learning from vocational education, training and skilling (VETS) and from experiential learnings, earned by a student or learner. ABC shall store the student’s/ learner’s academic and skilling data and awards earned and facilitate their seamless mobility between or within Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning subject to the provisions of National Credit Framework (NCrF).
- ii. **“Academic Bank of Credit Account”** means an individual account with the

Academic Bank of Credits (ABC) opened and operated by a student/ learner, through an unique Automated Permanent Academic Account Registry (APAAR) id, in which all credits earned by that student/ learner from VETS course are deposited, stored, recognized, maintained, accumulated, transferred, validated or redeemed for the purposes of the suitable awards like degree, diploma or certificates by an awarding institution;

- iii. **"Credits"** refer to the recognition or the acknowledgment given to a student or learner for successfully completing a qualification, job role, or course of learning that aligns with a National Occupational Standard (NOS), Micro-Credential (MC), or qualification. This recognition is based on predefined outcomes at a specified level of the National Credit Framework (NCrF) or National Skill Qualification Framework (NSQF), contingent upon the successful assessment of the achieved learning outcomes.
- iv. **"Credit Points"** as per NCrF is the total credits earned at a NCrF level multiplied with the NCrF level itself.
- v. **"Credit-accumulation"** means accumulation of credits earned by the student/learner within the assessment band, stored in ABC reflected in the Academic Bank Account of the student/learner for facilitating its storage, transfer or redemption.
- vi. **"Credit-redemption"** means the process of commuting the accrued credits in the ABC Account of the student/learner for the purpose of fulfilling the credits requirements for the award of Certificates or Diplomas or degrees (if applicable) by the recognized awarding body authorized to do so; or for pursuing another qualification, National Occupational Standard (NOS), or Micro Credential (MC) offered by a recognized Awarding Bodies (AB);
- vii. **"Credit-transfer"** means the mechanism by which the recognized awarding body is able to receive or provide prescribed credits to an individual Academic Bank of Credit (ABC) Accounts in adherence to the NCVET norms for the 'NSQF aligned and approved VETS course/qualifications undertaken by student/learner enrolled in any Institution with ABC registration;
- viii. **"Council"** means National Council for Vocational Education and Training constituted under paragraph 2 of the Resolution and all references to the National Council as defined in sub-section (l) of section 2 of the Apprentices Act, 1961 (52 of 1961) shall be construed accordingly;
- ix. **"Recognized awarding body"** means an entity which is recognized by the Council for award of certification to trainees/ students/ learners after successful completion of VETS training and assessment for an NSQF aligned and approved qualification, NOS or MC either developed or adopted by it by ensuring quality training and reliable assessments.

- x. **“Recognized assessment agency”** means an entity which is a party to an agreement granting recognition with the Council as per sub-paragraph (6) of paragraph 25, and which is permitted to test or conduct examinations to assess whether a trainee has met the requirements to be certified as qualified by a recognized awarding body;
- xi. **“Student/ Learner”** refers to an individual undergoing VETS related training, as per the guidelines issued by NCVET from time to time;
- xii. **“Learning Outcomes”** represent what a student/learner knows, understands and is able to perform/ do after completion of the learning process, and which would be expressed in terms of knowledge, skills, competencies, aptitude and responsibility;
- xiii. **“National Skills Qualification Committee” or “NSQC”** refers to the apex Committee set up for approval of Qualifications under NSQF and anchored at NCVET.
- xiv. **“Qualification”** means a skill competency in respect of which the NSQC has approved a qualification package, NOS or MC. Acquiring a Qualification results into achieving a formal learning outcome, based on the assessment and validation process, is obtained when a competent body i.e. recognized Awarding Body (Dual) or a recognized Assessment Agency determines that such individual has achieved the prescribed learning outcomes to the prescribed/ given standards.
- xv. **National Occupation Standards (NOS):** 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. The combination of all the NOSs corresponding to these tasks would form the Qualification for that job role.
- xvi. **Micro-Credentials:** 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.
- xvii. **“Recognition of Prior Learning” or “RPL”** means assessment and certification of individuals with prior learning experience or skills towards gaining a VETS qualification;
- xviii. **“Sector”** means a grouping of professional activities based on their main economic function, product, service or technology as recognized by NCVET;
- xix. **“Knowledge”** refers to the outcome of assimilating information through learning. It constitutes a body of facts, principles, theories, and practices

related to a specific field of work, skill, or study. Knowledge can be characterized as either theoretical, pertaining to abstract concepts and theories, or factual, based on empirical evidence and observable phenomena.

- xx. **"Skill"** refers to the capacity and ability to apply knowledge and utilize expertise to perform tasks, deliver services, and solve problems. Skills can be categorized as either cognitive, which involves logical, intuitive, and creative thinking, or practical, which entails manual dexterity and the use of methods, materials, tools, and instruments.;
- xxi. **"Trainer"** refers to an individual who trains, instructs, teaches, or facilitates the process by which students or learners acquire the necessary knowledge and skills to achieve the desired learning outcomes of a qualification. "Trainer" means someone who trains, instructs, teaches or otherwise enables the learner(s) to acquire the appropriate knowledge and skills to gain a Qualification.
- xxii. **"Training Provider", "training body" or "Institute" and "Institution"** means an organisation, which is affiliated with an awarding body recognized by the Council for providing training with respect to a NSQF aligned and approved qualification.
- xxiii. **"Vocational Education, Training and Skilling (VETS)"** means all skill development programs, both long-term and short-term, apprenticeship training and recognition of prior learning, certified by the Council but not covered by the All India Council for Technical Education Act, 1987 (52 of 1987), the University Grants Commission Act, 1956 (3 of 1956), or by any other law for time being in force.
- xxiv. Any other term not defined here shall have the same meaning as in the NSQF notification no. No. 8/6/2013-Invt dated 27th December 2013

### **3. Structure of Academic Bank of Credit in VETS**

- i. **ABC as a Digital Repository of Credits:** The Academic Bank of Credits (ABC) is a digital repository that stores credit information earned by its primary stakeholder i.e students/learners throughout their educational journey. It necessitates that the recognized Awarding Body registers their credentials as well as that of the students/learners to create their APAAR IDs. ABC facilitates the transfer of credits, enabling learners to move seamlessly between institutions. Inspired by the National Academic Depository (NAD), the ABC operates as a dynamic website serving as an operational hub for all VETS stakeholders providing comprehensive information about the accumulated credits and their management.

- ii. **Account Creation and Access:** ABC allows each student to open a unique digital Academic Bank Account, providing them with a unique APAAR ID and access to the Standard Operating Procedure (SOP). The learners typically would have a view only access along with a process to provide selective access of their ABC data to the employers/academic institutions in India and globally.
- iii. **Credit Requirements, Regulations and related Services Provided:** ABC functions as a bank for academic and skill-based credits, where learners maintain accounts to access services like credit verification, accumulation, transfer, and redemption. The necessary credits and study components for awarding any skill diploma, certificate, or degree are determined by the relevant regulator or awarding body.
- iv. **Regulatory Conformance, Authentication and Rights:** ABC operates under the overarching guidelines of the National Education Policy 2020, adhering to the National Credit Framework as notified by the University Grants Commission in April 2023 and adopted by NCVET. ABC is authorized by the Central Government or the Council to authenticate and provide records of credits earned by learners from entities recognized as Awarding Bodies or implementing VETS for further education and employment purposes. The authentication of credits or awards by ABC does not infringe upon the rights of any recognized awarding body registered with ABC
- v. **Qualifications, Curriculum and Assessment Standards:** The criteria for course content, educational technologies, notional learning hours, continuous evaluation, and innovative assessment methods will be determined by the recognized awarding body in alignment with the holistic, multidisciplinary educational approach of the National Education Policy (NEP) 2020 and the National Credit Framework (NCrF).

#### **4. Objectives and Functions of Academic Bank of Credits**

- i. **Learner Centricity and Mobility:** ABC foster a learner-friendly environment with inter-disciplinary approaches in Vocational Education and Training Systems (VETS) to prioritize the needs and interests of learner. ABC supports the mobility of learners within the education and skilling ecosystem, providing a credit transfer mechanism that allows for a personalized learning trajectory. This enables learners to progress from certificates and diplomas to advanced diplomas and academic degrees or postgraduate diplomas, embodying the principles of academic equivalence, multiple entry-multiple exit, and lifelong learning.

- ii. **Disciplinary Integration and Autonomy:** ABC promotes the integration of various disciplines, enhancing creativity, innovation, and critical thinking, and helping students achieve their desired learning outcomes.
- iii. **Flexibility and Continuity in Education:** ABC allows for multiple entry and exit points, offering students who drop out the chance to redeem earned credits for a certificate or diploma if eligible. ABC allows learners to tailor their course selections, as per their own learning pace, facilitating credit transfer in the same or a different institution, subject to the admission criteria and seat availability of the receiving institution leading to the acquisition of various academic recognitions such as certificates, diplomas, advanced diplomas, or degrees.
- iv. **Interdisciplinary Connections:** ABC enables bridging various domains of knowledge and skills to help learners establish solid foundations and essential building blocks, supporting them in achieving their life and career goals while promoting Lifelong learning opportunities for everyone, including both formal and informal learners.
- v. **Impact on the Education and Skilling Ecosystem:** ABC aims to make the education and skilling sectors more accessible, equitable, affordable, flexible, continuous, and vibrant, enhancing the overall quality and accountability of these systems.
- vi. **Credit Display and Documentation:** The Academic Bank of Credits (ABC) will display the credits awarded by registered Awarding Bodies for training completed, reflecting these in the student's ABC account. ABC will only accept credit-related documents directly from the registered awarding bodies, not from the students.
- vii. **Registration and Account Management:** ABC will oversee the registration of Awarding Bodies, as well as the opening, closure, and validation of Academic Bank Accounts. It will also manage credit verification, accumulation, and transfer or redemption for students, while promoting its role among stakeholders.
- viii. **Scope of Functions:** ABC's functions encompass not only skill courses delivered in physical mode but also those offered online or in a hybrid format. It will integrate various current and future teaching-learning models.
- ix. **Credit Validity:** The validity of earned credits will be defined in the Standard Operating Procedure (SOP) for implementing the NCrF in VETS. This validity

will be detailed in the NSQF aligned and approved qualification file available on the National Qualifications Register (NQR). The duration of credit validity will depend on the specific competencies or learning outcomes of the qualification.

- x. **Significance in VETS:** In the Vocational Education Training and Skilling (VETS) context, ABC is crucial for:
- a. **Tracking credits** from academic, vocational, and experiential learning, including internships, projects, apprenticeships, prior learning recognition, and on-the-job training as per NCrf.
  - b. Enabling students to **earn, store and redeem credits earned** through all types of Skill programs including Diploma and those implemented through MNCs in standalone mode.
  - c. **Facilitating student mobility** through credit transfer, enhancing learning flexibility.
  - d. Facilitating students to **customize their learning and specialize in specific areas** through credit accumulation, transfer and redemption. Enabling self-paced learning, provided the learning outcomes are met through assessment.
  - e. **Creditization of all types of learning** including classroom, labwork, projects, examination & assessments, sports, music, community work, life skills based education, vocational education/skills, value based education, field visit, industry attachment etc as mentioned in the section 3.2.5 of the NCrf Report.

## 5. Eligibility Criteria to register with Academic Bank of Credits

- i. **Eligibility for Registration:** Entities recognized as Awarding Bodies (AB) by the National Council for Vocational Education and Training (NCVET), and which have signed agreements, are eligible to register with the Academic Bank of Credits (ABC).
- ii. **Active Recognition Requirement:** An entity must have active and valid recognition as an Awarding Body with NCVET at the time of its registration with ABC.
- iii. **School Boards and Higher Education Institutions:** School Boards and Higher Education Institutions/Universities recognized as Awarding Bodies do not need separate registration with ABC. They must adhere to the guidelines set by the relevant regulator or administrative Ministry for ABC registration.
- iv. **APAAR ID Continuity:** Learners with an existing APAAR ID do not need to generate a new ID when transitioning between academic and skill-based learning. Entities such as school boards, higher education institutions,



universities, or awarding bodies should facilitate the creation of an APAAR ID for students where it does not exist.

- v. **Admission and Training Requirements:** to be eligible, registered Awarding Bodies must admit learners to individual skill qualifications that are aligned with the National Skills Qualifications Framework (NSQF) and approved by the National Skills Qualifications Committee (NSQC). They must also comply with NCVET's norms for implementing training on qualifications, National Occupational Standards (NOS), or Micro Credentials (MC).
- vi. **Infrastructure and Content Provision:** Awarding Bodies registered with ABC are responsible for ensuring the availability of appropriate infrastructure, including tools, equipment, and content for the qualifications offered including availability of appropriate infrastructure, like tools, equipment, and content for the qualifications offered.
- vii. **Information and Accessibility:** A recognized AB should maintain a dedicated webpage containing information about the Academic Bank of Credits, a list of empanelled training partners/centers, a detailed process for learners to effectively use the facility, guidelines for generating an APAAR ID, and a link to the ABC website.

## 6. Academic Bank of Credits: Implementation methodology

- i. **Mandatory Registration and Directory:** All NCVET recognized Awarding Bodies must register with ABC, which will maintain a dynamic online directory of these bodies.
- ii. **Counseling and Guidance for Registration of Trainees:** Every registered Awarding Body must provide counseling and guidance to learners, assisting them in opening an ABC account and creating an APAAR ID. They should also educate learners about credit definitions, accumulation, transfer, redemption, and the processes related to the opening, closing, and validation of Academic Bank Accounts. The Awarding Bodies must encourage all trainees enrolled in a VETS program to register on ABC and create an APAAR ID, following the defined mechanism. Training Centers/Partners may assist in creating APAAR IDs for learners.
- iii. **Qualification and Credit Capturing:** The ABC will document the National Credit Framework (NCrF) level of the qualifications and the credit points earned as defined by the NCrF.
- iv. **Flexibility and Credit Redemption:** Learners can choose any qualification, job role, National Occupational Standard (NOS), or Micro Credential (MC) offered by recognized Awarding Bodies (AB) using credits through redemption. Redeemed credits will be marked as 'Redeemed' to prevent their reuse.

- v. **Credit Accumulation:** Learners can accumulate credits within the Vocational Education and Training Systems (VETS) following the NCrF's credit accumulation principles by enrolling in various NSQF aligned and approved VETS courses.
- vi. **Credit Validity and Commutation:** Credits earned and deposited in a student's Academic Bank Account will be valid for a duration prescribed for the job role by NSQC. These credits can be used for academic equivalence leading to the award of a Degree or Diploma, following NCrF provisions. Once redeemed for academic qualification, credits are permanently debited from the student's ABC Account.
- vii. **Eligibility for Awards:** Students meeting the total credit requirement and eligibility criteria for credit transfer in the NCrF, through predefined learning outcomes accepted by the institution, will qualify for the respective award, whether it be a Degree, Diploma, Advanced Diploma, or Certificate.
- viii. **Redemption of Credits:** The ABC will also provide for process for allowing learners to request 'redemption of the credits earned by them as Certificate, Diploma or Degree'. The Board/HEI/AB would, based on their pre-defined process/SOP of credit redemption, award the learner and also update these used credits of the courses as 'Redeemed'.
- ix. **Registration Fee:** Recognized Awarding Bodies may be required to pay a registration fee for ABC, subject to approval from the Central Government or the Council.
- x. **Updating Learner Details:** Awarding Bodies must update the details of learners who have completed a VETS qualification or job role on the ABC portal within 15 days of the result announcement. The ABs may also be allowed to update the data uploaded by them on the ABC with the complete digital trail of the update. Important details to include while considering learners update are:
  - a. Name of the students and their APAAR id
  - b. Name of the VETS qualification/ jobrole
  - c. NSQF and NCrF level earned
  - d. Validity of the qualification
  - e. Credits assigned to a qualification/ jobrole
  - f. Credit earned by the learner
  - g. Validity of the credits earned
  - h. Grade points/marks obtained in a course- to enable compilation of pass rates for a degree/diploma/certificate
  - i. Any other as decided.

## **7. Monitoring, Support and Quality Assurance**

- i. **Responsibility of the Awarding Body:** It is the duty of the recognized Awarding Body to monitor the development and operationalization of the Academic Bank of Credits (ABC) within their purview.
- ii. **Training and Quality Improvement:** The recognized Awarding Body should provide training, mentoring, auditing, and other measures to enhance the performance quality of the ABC facility and promote holistic/multidisciplinary education.
- iii. **Quality Assurance:** The recognized Awarding Body is responsible for ensuring quality assurance in the implementation of ABC at the training partner/center level, utilizing a structured mechanism as determined by the Awarding Body.
- iv. **Annual Reporting:** Each recognized Awarding Body must publish an annual report on its website detailing its activities, as well as the actions taken for quality assurance, quality sustenance, and quality enhancement with respect to ABC
- v. **Grievance Redressal Mechanism:** An Academic Bank of Credits-Grievance Redressal Mechanism will be established at the level of the Central Government/NCVET/Academic Bank of Credits, as well as within every recognized Awarding Body registered with ABC, to address the grievances and appeals of students.

## **8. Consequences of violation**

If a Registered Awarding Body does not meet the prescribed conditions or requirements outlined in these guidelines, the Council will offer a fair opportunity for the institution to be heard. Following this, the Council may direct the institution to rectify the deficiencies within a specified timeframe. Should the Awarding Body fail to address these deficiencies within the given period, the Council may terminate the institution's registration with the Academic Bank of Credits and additionally revoke its recognition status.

## **9. Interpretation.**

All notifications required to be issued under the Guidelines to be issued with the approval of the Chairperson, NCVET. Urgent/ Minor modification required to be issued with the approval of the Chairperson, NCVET and to be approved post facto by the Council. Any questions regarding the interpretation of these Guidelines will be resolved by the Council and decision made by the Council will be final and binding on the matter.

## **Annexure**

### **References in the SOP drawn from the existing frameworks, guidelines, and documents:**

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.
2. Apart from the provisions of NCrF, the following provisions of various other Guidelines may also be referred to:
  - 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](https://ncvet.gov.in/wp-content/uploads/2023/05/DiplomaGuidelines_20230515.pdf)

## **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](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](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](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](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/ Internship embedded Degree programmes:  
[https://www.ugc.gov.in/pdfnews/9105852\\_ugc-guidelines\\_ApprenticeshipInternship.pdf](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](https://www.ugc.gov.in/pdfnews/6556003_Guidelines-for-providing-Skill-Based-Education-under-NSQF.pdf)

### **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](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](https://psscive.ac.in/storage/uploads/others/Guideline/pdf/english/guideline-for10Baglessdays-in-School_in_English.pdf))