REGULAR AND STANDALONE VOCATIONAL COURSES

(as per the guidelines of NCVET for AA/AB and in the alignment of the provisions of
NEP 2020, NSFQ/NHEFQ and NCrF)
(Ordinance prepared as per the provisions given in Statute 28(1)(b) of the Central Universities Act, 2009)
Guru Ghasidas Vishwavidyalaya, Koni, Bilaspur- 459009

1. TITLE AND COMMENCEMENT:

1.1. The Ordinance shall be called as Ordinance governing the Award of Vocational Certificate, Vocational Diploma/Post-graduate Diploma and Vocational Degree with multiple entry-exit programs.

1.2. This ordinance will come into force from the Academic Session 2025-26.

1.3. The ordinance shall govern the standalone NHEQF or NSQF aligned vocational courses and the regular NHEQF skill courses in the undergraduate (UG) and postgraduate (PG) programs aligned with NEP 2020 offered by School of Studies of the University barring the programs recognized and regulated by any regulatory body.

2. DEFINITION & KEY WORDS:

2.1. "*Vishwavidyalaya"* or "*University*" means Guru Ghasidas Vishwavidyalaya (A Central University established by the Central Universities Act, 2009 No. 25 of 2009) located at Koni, Bilaspur, Chhattisgarh;

2.2. "*Student* learner" means one who has been admitted in the UG/PG program of this University through Common University Entrance Test (CUET) or by any other procedure notified by the University from time to time;

2.3. "Alien Learner" means one who is not enrolled in any of the UG/PG program of this University as mentioned in 2.2 and is a learner of standalone vocational courses;

2.4. "Enrolled Learner" means one who is enrolled in any of the UG/PG program of this University as mentioned in 2.2 and is a learner of standalone vocational courses;

2.5. "*Academic Year" means t*wo consecutive (one odd and one even) semesters;

2.6. "*Semester*" means an academic session spread over 15-18 weeks of teaching work with minimum 90 teaching days. The odd semester may normally be scheduled from July to December and even semester from January to June.

2.7. "*Course*" means "*papers*" through different modes of delivery and is a component of a programme as detailed out in the respective program structure;

2.8. "*Flexibility for courses*" means vocational courses across various branches of UG/PG

available for students to learn. A program that provides choice for students to select courses from the prescribed vocational courses as per the guidelines issued by UGC/regulatory bodies where ever applicable and as approved by the appropriate bodies of the University;

2.9. "Credit" is recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given level. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of lecture/tutorial per week or two hours of seminar/studio activity/practical/lab work or three hours of field work/community engagement/community service/project etc. per week. The number of credits for each vocational course shall be defined in the respective examination scheme of the offering Department.

2.10. *"Credit Point"* means the product of grade point and number of credits for a course;

2.11. *"Grade Point"* means a numerical weight allotted to each letter grade on a 10 point scale or as prescribed by the UGC/ regulatory bodies/University from time to time;

2.12. *"Letter Grade"* means an index of the performance of students in a course. Grades are denoted by letters O, A+, A, B+, B, C, P, F, and Ab;

2.13. *"Semester Grade Point Average (SGPA)"* means a measure of performance of a student in a semester of program. It is the ratio of total credit points (sum of product of number of credits with grade points in all courses of a semester) and the total credits of all courses during the semester of UG/PG programs. It shall be expressed up to two decimal places.

2.14. *"Cumulative Grade Point Average (CGPA)"* means a measure of cumulative performance of a student till a semester/ at the end of the UG/PG programs. It is the ratio of total credit points (sum of product of number of credits in a semester with respective SGPA) and the total credits till that semester. It shall be expressed up to two decimal places.

2.15. *"Grade Card"* means a certificate based on the grades earned. Grade certificate shall be issued to all students, alien or enrolled learners after successfully completion of vocational courses. The grade certificate for vocational courses will contain the course details and will reflect the level of experiential learning.

2.16. "*Transcript"* means a certificate issued to all student, alien and enrolled learners after successful completion of a regular or standalone vocational programs. The "Credit for Experiential Learning (CEL)" will be recorded on the transcript. For Vocational Diploma and Degree, It will also contain the SGPA of all semesters and the CGPA.

2.17. "*Promotion*" means a student will be promoted to the next semester till final semester of vocational diploma or degree program and will be allowed to pursue the courses of programs and he will be awarded diploma/degree after clearing all the courses of the programme within the maximum period of the programs.

2.18. "Internship" means that the student will gain the working experience in the actual work situation either in firms/industry/organization/individuals (Maestros) etc. or training in labs with faculty in their own or other HEIs/research institutions.

2.19. "ABC Credit Transfer" means transfer of credits earned by the student from other HEI or through MOOCs for such courses which were offered by the department in a semester.

2.20. "Equivalence Committee" means a committee notified by the University to consider the equivalence of courses in case of a student entering in to the programme through lateral entry after exiting the same programme or other programme from other HEI.

2.21. "Vocational courses" shall be defined as courses from the pool of vocational courses notified by the University or chosen from the pool of such courses from the accredited vocational University / Institute/ Any Government body or from MOOCs on SWAYAM platform or any such blended mode platform notified by the University. These courses may be part of the UG/PG program for student/enrolled learners or may be standalone courses for all learners.

2.22. "NCVET" refers the National Council for Vocational Education and Training, Ministry of Skill Development and Entrepreneurship, Govt of India

2.23. "NCrF" refers to National credit framework which creditize every learning hours.

2.24. "NSQF" refers to National Skill Qualification Framework which is based on the learning outcomes. The NSQF levels are defined by the learning descriptors.

2.25. "NHEQF" refers to National Higher Education Qualification framework.

2.26. "NOS" refers to the National occupational standards which provides the measurable performance outcome required for a particular task.

2.27. "AB and AA" refers to awarding bodies and assessment agencies respectively

2.28. "Dual" refers to deemed awarding bodies. It offers NSQF/NHEQF aligned and approved skill based courses to learners, provide skill training, and will carry out assessments after completion of learning. It performs all such functions of an awarding body as specified in the AB guidelines and operational manual.

2.29. "Standalone" course refers to a course offered by the department open to all learners to acquire additional experiential skill and it will not be treated as integral part of any UG/PG program.

2.30. "Competence" means the proven ability to use acquired knowledge, skills and personal and social abilities, in discharge of responsibility roles. It is the ability to do a job well.

2.31. "Learning Outcomes" represent what a learner knows, understands and is able to do on completion of a learning process, and which would be expressed in terms of knowledge, skills and competence.

2.32. "Qualification" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

2.33. "Recognition of Prior Learning" or "RPL" is the process of recognising previous learning, often experiential, towards gaining a qualification.

2.34. "Skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

2.35. "Sector" means a grouping of professional activities on the basis of their main economic function, product, service or technology.

3. INTRODUCTION:

The National Education Policy seeks to provide a quality education to all students, irrespective of their place of residence, system, with particular focus on historically marginalized, disadvantaged, and under-represented groups. Instilling knowledge of India and its varied social, cultural, and technological needs, its inimitable artistic, language, and knowledge traditions, and its strong ethics in India's young people is considered critical for purposes of national pride, self-confidence, self-knowledge, cooperation, and integration. This may be achieved by a number of factors and an important one amongst these being establishing equivalence and mobility between general education and vocational education and training/ skilling so that lifelong learning, recognition of prior learning, multiple entry and exit, and continuous professional development is encouraged in the system.

At the core of this educational revolution lies the essence of experiential learning—an approach that champions learning by doing. From internships and real-world projects to intricate case studies and immersive simulations, experiential learning transcends theory and delves into the practicalities of not only the business landscape but also successful life by shaping students into adaptable, confident, and proficient professionals. This educational approach seamlessly integrates students into the professional world, offering them the opportunity to network with other streams, industry experts, organizations and society.

Skilling in India is important for the following reasons:

i. Employment Generation: India has a large youth population and skilling initiatives are essential to provide them with the necessary skills to secure employment. Skilling programs can help bridge the gap between the skills demanded by the job market and those possessed by job seekers.

ii. Global Competitiveness: In an increasingly globalized world, countries compete not only on the basis of their natural resources but also on the skills of their workforce. Skilling initiatives can enhance India's global competitiveness by ensuring that its workforce is skilled and adaptable to changing market dynamics.

iii. Economic Growth: A skilled workforce is vital for driving economic growth. Skilled workers are more productive and contribute to innovation and competitiveness, which are essential for the growth of industries and the overall economy.

iv. Meeting Industry Demands: Industries in India are evolving rapidly, driven by technological advancements and changing market demands. Skilling programs can ensure that the workforce is equipped with the latest skills required by various sectors, thus helping industries to stay competitive.

v. Poverty Eradication: Skill development can be a powerful tool for poverty alleviation. By enabling individuals from disadvantaged backgrounds to acquire skills and secure employment, skilling initiatives can help lift them out of poverty and improve their quality of life.

4. TYPES OF VOCATIONAL PROGRAMS:

4.1 Vocational Skill Development is defined as any domain specific demand led skill training activity leading to employment for a particular type of jab or trade, or any outcome-oriented activity that enables a participant to acquire a vocational 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.

4.2 The NCrF relies on an integrating approach across the education and skilling frameworks enabling the education and skilling ecosystem in implementing one single credit-based framework in line with the vision of National Education Policy 2020. NCrF enables multiple entry - multiple exit (ME-ME) pathways in general & vocational education; ensures flexibility for students to choose their learning trajectories and career choices, including option for mid-way course correction or modification, as per their talents and interests. The NCrF has provisions of the 1200 notional hours for one year of learning in formal or vocational education which will be equivalent to 40 credits subject to assessment. Normally, one credit is awarded on completion of 30 notional hours of learning.

4.3 The vocational courses are categorised as

I. Regular Vocational Certificate Courses: The vocational courses less than or equal to 600 notional hours which are introduced by the Department for student learners as part of the regular UG/PG programs and are as per the guidelines of the NHEQF.

II.   Standalone Vocational Certificate Course: less than or equal to 600 notional hours. The certificate courses shall be less than 20 credits as per the need of specific trade or job requirements as per NSQF as proposed by the BoS of the Department for standalone learners. Maximum duration to complete the course will be one years without ME-ME.

III.   Vocational Diploma Course: The course will be of one year (two semester) of duration with 1200 notional hours of learning. Normally it will be standalone course for all the learners aligned with NSQF. Maximum duration to complete the course will be two years without ME-ME.

IV.   Advanced Vocational Diploma Course: The course will be of two year (four semester) of duration with 2400 notional hours of learning aligned with NSQF. Normally it will be a standalone course for all the learners in accordance with existing University notifications with ME-ME pathway. Maximum duration to complete the course will be four years.

V.   Bachelor of Vocational Course (B.Voc.): B.Voc. programme is a model to integrate skill-based training into the academic cycle of Universities. The three year (six semesters) B.Voc. degree program with ME-ME pathway provides multiple exits such as Diploma after one year duration and advanced diploma in two years. This course will be open to all the learners in accordance with existing University notifications. Maximum duration to complete the course will be six years or as notified by the University separately.

The University has right to conduct the courses through the notifications as and when needed.

5. CATEGORISATION OF SKILL QUALIFICATIONS

5.1 Multi-skill Qualifications: 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.

5.2 Cross Sectoral Skill Qualifications: 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 Traditional/ Heritage Skill Qualifications: 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.

5.4 Future Skills Qualifications: 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.

5.5 MNC/OEM/Industry based Skill Qualifications: 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.

5.6 Work embedded Skill qualifications: 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.

5.7 Specific and customised requirements of Schemes/Programs also for Persons with Disability (PwD).

6. CREDITIZATION OF THE LEARNING AND CREDIT TRANSFER:

6.1 Credit is a recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given level. The credit points facilitates a mean of describing and comparing the learning outcomes achieved. Credits quantify the learning outcomes based on reliable methods of the assessment. The University will carry out the assessments after the skill based training, award credits and issue competency certificates or other degree title awarded for NSQF aligned and approved skill based qualifications or courses.

6.2 The number of credits may be estimated by notional hours taken by the learner to achieve the outcomes. Credits are the currency of a credit system providing a common unit of exchange and able to relate to all learning within NSQF.

6.3 The credit framework has four major pillars of learning outcomes, assessment criteria, level of learning and quantum of learning.

6.4 The vocational course framework provides a comprehensive and practical approach to include all dimensions of learning i.e. academic education, skilling and experiential learning including relevant experience and professional levels acquired. Such seamless mixing of Education, Skilling and Work Experience would enable a student/learner to take full benefit of the option of Multiple Entry-Multiple Exit wherein, the student exits an academic program, undertakes a skill based training

followed by a relevant work experience, acquires corresponding credits and then returns back for further education/ higher education.

6.5 Creditization of all types of learning subject to assessment. Also enables creditization of experiential learning including relevant experience and proficiency/ professional levels acquired, based on the weightage for relevant experience and proficiency/ professional levels achieved, subject to assessment.

6.6 Every NSQF aligned qualification a range of minimum notional hours may be prescribed by NCVET to ensure that a minimum duration of training is imparted for a defined level of competency. The following formula may be used for the credit calculation in general education. General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching lecture/tutorial or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 hours of theory or 28 - 30 hours of workshop/ lab work.

   i. One Credit is equivalent to 14-15 periods of 01 hour each, for theory, or 28-30 periods of 01 hour for workshop/labs and tutorials.
   ii. For internship/field work, the credit weightage for equivalent hours is 50% of that for lectures/tutorials.
   iii. For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study is 50% or less of that for lectures/tutorials.

For the ease of calculation, the break -up of credit with respect to general education component is as in the table below:

Theory: 1 Credit = 15 Hours

Practical/Lab: 1 Credit = 30 Hours

 Experiential learning including vocational levels acquired: 1 Credit = 40- 45 hours

6.7 CREDITISATION OF LEARNING UNDER THE META-FRAME OF NCrF

It consists of three verticals: the National School Education Qualification Framework (NSEQF), the National Higher Education Qualification Framework (NHEQF), and the National Skills Qualification Framework (NSQF). The NCrF provides for creditization of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction and establishes academic equivalence between vocational & general education while enabling mobility within & between them, and its operationalization through the Academic Bank of Credits (ABC). NCrF also recognizes blended and online learning, promoting extensive use of technology in

teaching and learning, especially in vocational education, training and skilling. The NCrF promotes Internationalization of education by enabling equivalence of courses and qualifications, provisions of credit transfer. Use of technology in turn helps in removing barriers while improving access and opportunities for Divyangs.

7. NSQF/NHEQF PROGRAM LEVELS

The University will adopt all the guidelines regarding the levels of NHEQF/NSQF in designing the regular or standalone programs. The National skill qualification framework (NSQF) allows the multiple pathways between vocational education, general education and job market. It redefines the current education paradigm. It provides the credit framework for vertical and lateral mobility of learners. The credit framework clearly states the credit assessment requirements for skills.

7.1 NSQF Level Descriptors: The NSQF provides ME-ME, mobility, outcome based learning, National occupational standards, credit accumulation and transfer, RPL, and quality assurance. The NSQF aligning with NCrF has 8 levels and each NSQF Level and is defined and described by a set of level descriptors. These descriptors will be expressed in 5 domains namely

1. Professional theoretical knowledge,

2. Professional and technical skills/ expertise,

3. Aptitude, mind-set, soft skills, employment readiness & entrepreneurship skills,

4. Broad learning outcomes and

5. Level of responsibility.

7.2 NSQF Levels: There will be eight levels on the basis of descriptors from Level 1 to level 8 namely Level-1, Level-2, level-2.5, Level-3, Level-3.5, Level-4, Level-4.5, Level-5.0, Level-5.5, Level-6.0, Level-6.5, Level-7.0, and Level-8. NSQF Level descriptors as tabulated in Annexure I of the NSQF notification 2023 must be followed in designing the curriculum especially for the standalone vocational programs. Each level represents a different level of skill, complexity, knowledge, responsibility and autonomy required to demonstrate the competence commensurate with that level. Level one of the framework represents the lowest complexity while highest level i.e. level eight represents the highest complexity.

The levels of the NSQF are described as below:

Level 1: Basic skills, entry-level jobs.

Level 2: Semi-skilled workers.

Level 3: Skilled workers.

Level 4: Supervisory roles.

Level 5: Involves performing tasks that require a high degree of responsibility and autonomy, managing processes and making decisions based on substantial experience and knowledge.

Level 6: Requires a wide range of abilities, particularly technical ones.

Level 7: Graduate-level qualifications.

Level 8: Individuals exhibit advanced knowledge and skills, often in a managerial or leadership capacity.

7.3 The NHEQF (National higher education qualification framework) includes the UG/PG/Doctoral programs with level 4.**5 to level 08 under the NEP 2020:**

The structure and duration of undergraduate programmes of study proposed by the NEP 2020 include:

I. **Undergraduate programmes** of either 3 or 4-year duration, with multiple entry and exit options, with appropriate certifications:
- a certificate after completing 1 year (2 semesters) of study in the chosen discipline or field, including vocational and professional areas;
- a diploma after 2 years (4 semesters) of study;
- a Bachelor's degree after a 3-year (6 semesters) programme of study;
- a Bachelor's degree with honours after a 4-year (eight semesters) programme of study;
- a Bachelor's degree 'Honours with research' after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in her/his major area(s) of study as specified by the HEI.

II. **Post Graduation programmes** under NEP 2020 include:
- a 2-year Master's programme (with the option of having the second year devoted entirely to research) for those who have completed a 3-year Bachelor's programme;
- a 1-year Master's programme for students who have completed a 4-year Bachelor's
- an integrated 5-year Bachelor's/Master's programme.
- A Ph.D. programme shall require a Master's degree or a 4-year Bachelor's degree.

Level 4.5: UG Certificate after first year (2 semesters) exit with minimum 40 credits

Level 05: UG Diploma after two years (4 semesters) exit with minimum 80 credits

Level 5.5: UG Degree/B. Voc. after three years (6 semesters) exit with minimum 120 credits

Level 6.0: 4 Yr UG/Engg. Grad/B.Ed. after UG after successful completion of 160 credits

Level 6.5: PG after 3 Yr UG/ 01 Yr PG after 4 Yr UG after successful completion of 40 credits

Level 7.0: 02 Yrs M.E./M.Tech. or equivalent after Engg. Graduation after successful completion of 80 credits

Level 8.0: Doctoral Degree

7.4 The programs for HEIs must be designed to keep in view the Levels from 4.5 to 8.0. The regular education in Higher educational institutions must follow the NHEQF guidelines. These NHEQF levels are helpful for the vertical and horizontal mobility from NHEQF levels to the NSFQ levels and vice versa. Under these guidelines, the skill-based programmes shall have a mix of general and skill components in which 30-40% of the total content shall be of general nature including language courses while the remaining 60% (extendable upto 70%) of the content shall be on skill development. In such programs the following formula is used for conversion of time into credit hours.:

a. Skill / Practical / experiential learning Component: This component should have a minimum of 60% (extendable upto a maximum of 70%) of the total credits. The skill component will include practical classes in laboratories / workshops, internships, apprenticeships and any other forms of hands on training.

b. General Education / Theory Component: The balance credits of the program i.e. 30-40% are of general component. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies and value education.

In the Skill Enhancement Courses (3 credit SEC course) under NEP 2020, out of 3 credits only one credit (15-hour teaching in the semester) will be allotted to theory component and two credits (60 hour practical or 90 hour experiential learning (hands on training etc) in the semester) will be allotted to practical component.

7.5 A Long-Term Training (LTT) is any program which is equal to or more than 1200 hours or 1 year of learning excluding OJT component. Any course/ Qualification which is less than 1200 hours of learning or of less than 1year duration excluding OJT component shall be called as Short-Term Training (STT) programme.

8. INTEGRATION OF THE VETS IN THE CURRICULUM OF HIGHER EDUCATION FOR UG/PG PROGRAMS

i. A student learner may acquire credits upto 50 % from the NHEQF/NSQF aligned skill based/ vocational courses of the integrated curriculum of the UG/PG programs with appropriate NCrF levels between 4.5 to 8. The University may also offer standalone courses aligned with NHEQF/NSQF for the enrolled/alien learners as additional course and credit.

ii.   The University may also offer the NHEQF aligned skill based/vocational courses with the approval of the highest academic body/authority. The university may issue the certificates to the learners after successful assessment.

iii.   The skill-based foundational or upskilling courses/qualifications may be implemented as AEC, SEC, VAC or internship of the NEP 2020. It may be included as part of the Major or Minor in the curriculum.

iv.   The University may offer the standalone skill based/vocational NHEQF courses/qualifications to the alien learners and will issue HEI skill certificates as per NHEQF guidelines.

v.   The University may also offer standalone courses aligned with NSQF for the alien learners of appropriate NCrF levels 4.5 and above and may issue the NCVET certificates with skill India branding subject to the successful assessment.

9. THE DESIGN OF THE PROGRAM & QUALIFICATIONS INCLUDING NOSS & MICRO CREDENTIALS

9.1 A Qualification comprises of a number of smaller units of learning with independent learning outcomes called National Occupational Standards (NOS). Qualification means a formal outcome of assessment & validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards. This outcome is actualized in the form of a formal Certificate. A NOS provides the measurable performance outcomes required for a particular task. The qualification for a particular job may have many NOSs and the awarding body University will formulate the qualification and constituent NOSs for each qualification/ job role corresponding to each level of the NSQF. Level of a Qualification is the average of levels of all its constituent NOSs. Ideally the level of the core NOSs should not be lower than the overall level of the Qualification.

9.2 The different types of NOS are:

- **Applicability wise:**
  (a) Generic/Horizontal NOS – Applicable across sectors & job roles as common competencies
  (b) Domain NOS – Applicable specifically to a job role or related job roles in a sector
- **Structure wise:**

(a) Mandatory NOS: Implementation is mandatory as part of a qualification

(b) Optional NOS: Implementation is optional as part of a qualification

- Approval wise:

    (a) **Standalone NOS** – Approved as standalone NOS by NSQC. This can either be a Generic or Domain NOS.

    (b) **NOS as Part of Qualification** – Not Approved individually but is a part of an approved & aligned qualification.

9.3 The University will develop NSQF aligned skill-based qualifications/ courses/ NOSs/MCs and approved by the NSQC. The University may also adopt the qualifications/ courses/ NOSs/MCs as per the adoption guidelines of the NCVET. The University will conduct the skill training in the campuses or through the own training centers. After the successful completion of the course, the University will conduct the assessments as per the process and provisions of AB/AA guidelines and thereafter will award certificates and credits. The university will perform all such other functions as specified in the AB guidelines and operational manual as a Dual Institute. The Dual will follow the norms for the operationalisation of NCrF in VETS by integrating the VETS in courses. The University as recognised Awarding Body shall be eligible to design & develop qualifications/ courses/ NOSs/MCs. Standalone NOSs can be used in upskilling or as bridge courses, amongst others. NOSs shall be developed in consultation with the industry/employer. Individual certification in a standalone NOS shall also be allowed.

9.4 The detailed and approved qualification of a program by NCVET will be registered on National Qualification Register (NQR) which is repository of the NOSs. NSQF therefore mandates that the Vocational Education, Training and Skilling qualification/ courses/ programs for students/ learners will be designed, developed, delivered, assessed and certified in close consultation with industry and employers in accordance with the guidelines by the University in consultation with stakeholders and industry or sector experts.

9.5 The micro credentials may be developed for upskilling for a sector or across sectors. These are known as nano degrees and are short-term, concise, competency-based qualifications that are distinct from traditional degrees and can be learned in a short amount of time**.** The Micro-credential credits are associated with the time spent acquiring a defined competency and skill. The Micro-credentials shall be in the multiple of 7.5 notional hours of learning to adhere with the National credit framework. However, it may vary in specific cases based on Industry needs.

9.6 The entry requirements, levels and commensurate notional hours shall be as per the standardisation framework of NSQF qualifications established by NCVET. The Micro Credential certificate shall be issued by the respective Awarding Body and will be as per the NCVET guidelines on certificates.

9.7 The programs must be developed as per the Guidelines for Development, Approval & Usage of National Occupational Standards (NOS) & Micro Credentials (MC) notified on March 2023 by NCVET, Govt of India and as per subsequent GoI orders to create an enabling environment for University to design & develop modular learning standards further empowering learners to have continuous learning and cross mobility after enhancing multiple skill sets through flexible modules of learning.

10. DURATIONS OF NOS AND MC:

The University will develop the NOS for the duration of 30 hours minimum and if required then multiple of 30 hours (15 Hrs for special requirement) as required in line with the National Credit Framework (NCrF) & standardization policy of NCVET. An individual NOS shall carry one credit with 30 hours' duration under NCrF. The unit lower than 30 hours will be a micro-credential. Micro Credentials may be a permutation of units (performance criteria centred around identified learning outcomes) that may be developed within a sector or across sectors in a multiple of 7.5 learning hours in a learning day, these can be a set of 04 such days (30 hours) or 02 such days i.e., 15 learning hours or 01 such day i.e., 7.5 hours with a fast track assessment that can be carried out using Online tools/modes. However, based on the requirements the number of hours may vary.

11. ASSESSMENT PROCESS OF NOS AND MC

11.1 The assessment is mandatory for earning credits for all types of learning and progression. Assessment of NOS is to be conducted through NCVET recognized Assessment Agency on-boarded by the University implementing the NOS; and certification shall be carried out by such NCVET recognized AB University.

11.2 The University as a Dual Category AB may undertake both assessment & certification of the NOSs. Each NOS shall be creditised as per the provisions of the National Credit Framework (NCrF).

11.3 The National Skill Qualification Framework (NSQF), in conjunction with NCrF provides for a way of structuring qualifications defined by not only the course curriculum, but the learning outcomes, and therefore becomes a reliable method to measure the outcome of learning and for comparing qualifications to establish equivalence.

11.4 Online assessment process for micro-credentials since not too much hand-skills are covered as part of training. The micro-credentials may have built-in formative assessment, for a better understanding.

11.5 The blended learning guidelines may be appropriately used for the assessment based on the subject/ topic.

11.6 Individual credits can be stored digitally in Academic Bank of Credits (ABC) and may further be redeemed or clubbed together as provided by NCrF.

11.7 The learning hours in vocational education, training and skilling may include, subject to achieving pre-defined learning outcomes at a NSQF/ NCrF level established through proper assessment, the following:

1. Formal learning, including classroom learning, training sessions, coaching, teaching/ instructions;
2. Practical hands-on training in workshops, laboratory or other locations including innovation labs;
3. Assignments, tutorials, minor or major project work;
4. Examinations, class tests, quizzes, and all types of assessments;
5. Internship, apprenticeship, on the job training (OJT), i.e. Practice and learning on the job - gaining, applying and refining skills in the workplace and industrial field visits
6. Experiential learning including relevant proficiency and professional levels acquired etc.;
7. Informal learning for example through community-based workshops, youth groups, playgroups
8. Special achievements in sports and games, yoga, physical activities, performing arts, music, handicraft work, social work, NCC

11.8 Assessment may be carried out by other methods as notified by the NCVET and University time to time.

11.9 The assessments may include routine/ regular assessment after completion a program/course; assessment for recognition of prior learning; and on demand assessment for special provisions like accelerated and slow learning etc. Assignment of Credits has also been enabled for blended learning in Vocational Education, Training and Skilling.

11.10 The total Credit Points earned by the learner in a particular year could be obtained by multiplying the credits earned with the NCrF Level at which the credits have been earned.

11.11 The credit points may be redeemed as per the guidelines issued in this regard by the regulators/ institutions concerned for entry or admission in higher, technical or vocational education programs/ courses at multiple levels enabling horizontal and vertical mobility with various lateral entry and exit options. The different assessment methods may also be applied as mentioned in the University policy document for assessment of experiential learning.

11.12 In addition, as a standardised national framework for credit assignment and accumulation NSQF encourages internationalization of skills through credit transfer provisions making these credits more acceptable and transferable internationally.

12. RECOGNITION OF PRIOR LEARNING (RPL):

The learner will get opportunity to reenter the education and skilling ecosystem and mobility in case of dropped out at any stage. Recognition of Prior Learning (RPL) for workforce that has acquired knowledge and skills informally through the traditional family inheritance, work experience or other non-formal or informal methods. The Guidelines on "RPL' notified by NCVET, from time to time shall be applicable in this regard.

13. CERTIFICATION

    a. Certification will be done by the NCVET recognized Awarding Bodies for the NSQF/**NHEQF** aligned and approved qualifications as per the norms defined and notified for recognition and regulation of Awarding Bodies, notified by the NCVET from time to time.

    b. The Certificate is to be issued after successful assessment of the student/ learner in the approved format issued by NCVET from time to time. National Council for Vocational Education and Training (NCVET) shall prescribe the method of issuing this certificate either through the skill India digital portal or any other process to be specified by the NCVET.

    c. **The University may award certificates and credits for its NSQF/NHEQF aligned courses after successful training and assessment of the qualifications/NOSs/MCs as per the guideline of NCVET.**

14. ADMISSION AND FEE FOR VOCATIONAL PROGRAMS

    a. The University will define eligibility criteria for admission to various Vocational education and Training (VET) courses which are aligned with NSQF/**NHEQF** to facilitate mobility. The University may adopt suitable fee structure for vocational courses.

    b. The fee for Credit for Experiential Learning will be set at One-Fourth (25%) of the semester tuition rate for the course in question or as decided by the University from time to time. The fee is not covered by any Financial Aid the student may receive.

    c. The admitted students in any Undergraduate/PG including professional programme in GGV shall be able to earn credit for Experiential Learning. Other learners may also enrol for the standalone vocational courses.

d. The provisions for the vocational courses must be aligned with the NSQF/**NHEQF** and the further notifications in this regard time to time.

e. Credit earned will be a part of the current semester course load except standalone vocational courses.

15. The credit of the general education shall be governed by the University existing ordinances and vocational courses in accordance with NCVET guidelines. Mobility and credit transfer will be governed by the University rules and as per UGC guidelines. Any credit awarded for Experiential Learning/ Skill development/ internship will be considered the same as transfer credit to GGV. The transcript will be designed to record the details of the course including the vocational training.

16. The Dean of the concerned school/HoD/ Nodal officer of the Centre will be responsible for the course and approve or disapprove the granting of credit for Experiential Learning courses/program based on the submitted portfolio demonstrating fulfilment Student Learning Outcomes of the course/program as per the NCVET guidelines for the NSQF/NHEQF program aligned with NCrF and NEP-2020.

17. The lateral entry to ensure mobility between general education and vocational education, credit transfer, multiple entry exit etc will be governed by the Policies of the University and its notifications time to time.

18. **OFFERING OF THE VOCATIONAL COURSES**

18.1 Department willing to offer these courses has to submit their request in the proforma mentioned in the NSQF/**NHEQF** and as per NCVET guidelines before the finalization committee after the BOS for vocational courses, Skill based courses and Experiential Learning based courses including internship.

18.2 The structure of the Course Finalization committee will be as follow:
    A. Hon'ble Vice Chancellor- Chair person
    B. Professor – Convenor to be nominated by HVC
    C. Director IQAC – Member
    D. Dean of the offering School
    E. Coordinator, **NCVET implementation committee, GGV**
    F. Professor – Member from the offering School to be nominated by HVC
    G. Head of the offering School
    H. Associate Professor – Member from the offering School to be nominated by HVC
    I. Assistant Professor – Member from the offering School to be nominated by HVC
    J. Nodal Officer, Skill Development Cell - Member
    K. Coordinator, NEP Task Force – Member
    L. Faculty coordinator member for the offered vocational course

19. NUMBER OF SEATS

Number of seats in each program will be as approved and notified by the Academic Council of the University and as advertised or notified for admission to the program.

20. ENROLLMENT OF STUDENT AND ALIEN LEARNER

Every student admitted to the programme shall be enrolled **before the first assessment examination** through the procedure prescribed by the competent authority from time to time. **The alien learners shall be enrolled in the standalone vocational courses in a prescribed mechanism notified by the University time to time.**

21. MEDIUM OF INSTRUCTION

The medium of instructions in general shall be English or Hindi except for language courses. However, University may notify the medium of instruction for a specific programme, and in such cases the medium of instruction shall be as notified by the university. Regardless of the medium of instructions for a programme students will be allowed to answer in Hindi or English.

22. EXAMINATION AND EVALUATION FOR VOCATIONAL COURSES
   a. The end semester examinations will be held on such dates as may be notified by the appropriate authority of the University.
   b. The offering Department will prepare the assessment of the outcomes for creditisation of the learning. The minimum credits will be required for a particular level of course as per University rules.
   c. All programmes shall have a specified number of credits in each semester (if applicable). The number of credits along with grade points that the student has satisfactorily cleared shall measure the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme which a student if obtains will be eligible for the award of appropriate Certificate/Diploma/Post Graduate Diploma/Degree as the case may be.

23. CALCULATION OF SEMESTER GRADE POINT AVERAGE (SGPA) AND CUMULATIVE GRADE POINT AVERAGE (CGPA):
   i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a learner, i.e

$$\text{SGPA (Si)} = \Sigma(\text{Ci x Gi}) / \Sigma\text{Ci}$$

where, Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme, i.e.

$$\text{CGPA} = \Sigma(\text{Ci x Si}) / \Sigma \text{ Ci}$$

where, Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

24. GRADING SYSTEM:

The grading system, shall be applicable for each course as given below:

Award of Grades Based on Absolute Marks on a 10 point scale

Range of % of marks	Grade points	Letter Grade	GRADE
> 90-≤ 100	10	O	Outstanding
>80- ≤ 90	9	A+	Excellent
>70- ≤80	8	A	Very Good
>60- ≤70	7	B+	Good
>50- ≤60	6	B	Above Average
>40- ≤50	5	C	Average
= 40	4	P	Pass
0- <40	0	F	Fail
Absent	0	Ab	Fail

Description

(i) Letter grades **O, A+, A, B+, B, C,** and **P** in a course mean that the student has passed that course.

(ii) The grade **F** and **Ab** denote **FAIL**; a student fails in the course due to poor performance

or non-appearance/incomplete appearance in the examination of the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all such courses, until a passing grade is obtained.

Declaration of Semester Examination Results

Semester examination results will have in the followings categories:

(i) **Pass**: those students who have passed in all the courses of the semester examination or cleared in all NOSs/MCs of vocational course.

(ii) **Promoted:** Any learner admitted in a programme except certificate courses having duly filled in examination

form forwarded by the HoD concerned shall be promoted in the next semester, subject to the eligibility for appearing in the end semester examination.

Backlog: It will be governed by University ordinances for regular courses.

(iii) **Withheld:** those who have cleared all courses in the last semester, but not cleared the backlog courses of the program, the result of the last semester will be Withheld till clearing of all backlog courses subject to not crossing maximum duration of the program as defined in the ordinance.

(iv) **Fail:** The student fails to clear all the courses in last semester will be categorized as *Fail*. He/she will be given ATKT chance after declaration of last semester result subject to not crossing maximum duration of the program as defined in the ordinance. In case of other vocational courses, the learner must obtain all the learning outcomes through a proper assessment process as notified by the University to get the Certificate.

25. DECLARATION OF DIVISION:

A student who has passed in all the courses of all Semesters and obtained at least CGPA of
5.00 with fulfilling other requirement mentioned in the ordinance shall be declared as **'Passed'**. The division will be awarded after successful completion of first, second, fourth, and sixth semester as the case may be for awarding of certificate, diploma, advanced diploma, and degree according to the following criteria:

(i) First Division with distinction : $CGPA \geq 7.50$

(ii) First Division : $CGPA \geq 6.00$, but < 7.50

(iii) Second Division : $CGPA \geq 5.00$, but < 6.00

26. TRANSCRIPT:

Based on the above Letter grades, grade points and SGPA and CGPA, the Vishwavidyalaya shall issue the transcript indicating the performance in all semesters after successful completion of first, second, fourth, and sixth semester as the case may be for awarding of certificate, diploma, advanced diploma, and degree.

27. CONVERSION TO PERCENTAGE:

The conversion formula for converting CGPA to the corresponding Percentage (P) of Marks will be as follows:

P = 10 x CGPA

28.   READMISSION:

The readmission will be allowed for the vocational courses if learner has short attendance (less than 75%), not fulfilled the learning outcomes as decided by the University for a particular program.

29. INTERPRETATION OF ORDINANCE

In any matter of interpretation of the provisions of this ordinance, the matter shall be referred to Vice-Chancellor who is the chairman of Academic Council and his/her decision shall be final.

30. POWER TO REMOVE DIFFICULTIES

If any question arises related to the matters not covered in these provisions, the relevant provisions made in appropriate Act/Statute/Ordinance/Regulations/Rules/Notifications issued by the University, will prevail.