



Prof. Ved Prakash

Vice-Chairman

&

Chairman (Actg.)

D.O.No.F.13-1/2012 (Policy/NVEQF)

24<sup>th</sup> August, 2012

Dear Vice-Chancellor,

Grant cell  
(1) Website पर  
(2) प्रो. वेद प्रकाश  
(3) वेबसाइट पर  
28/8/12

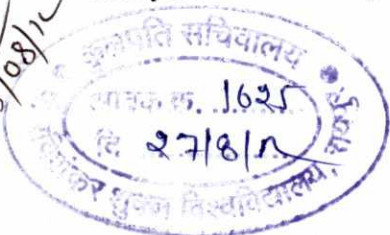
As you may be aware, the Ministry of Human Resource Development (MHRD), Government of India, has formulated a National Vocational Education Qualification Framework (NVEQF), under the aegis of which it has envisioned to create 500 million skilled manpower by 2022 to meet the future requirements of the industry and other sectors of the employment market. The framework provides for seven levels of certifications. While certification levels 1 to 4 fall in the domain of school education, certification levels 5 to 7 come within the jurisdiction of the higher education sector and after appropriate implementation of the idea it would lead to the award of an undergraduate degree in a specified vocational programme pertaining to an area of specialisation.

Under the NVEQF, the All India Council for Technical Education (AICTE) has identified 10 broad vocational sectors, with each sector offering a number of specializations. Based on this formulation, the UGC has prepared a scheme for introducing vocational education in higher education sector. The details of the scheme are outlined in **Annexure-I**. The scheme broadly outlines levels of certification, nomenclature of the degrees that may be awarded, vocational sectors with related specialisations that could be offered, eligibility for admission to such programmes, location of the programmes within the university system, the nature of the faculty resources for running such programmes, the scope of vocational curriculum, both theory and skill aspects, etc.

The UGC has also specified the B.Voc. Degree which may be awarded to a student after successful completion of certification levels 5, 6 and 7. The proposed vocational education programme will be a judicious mix of skills relating to a profession and appropriate content of general education and suggests establishment of a symbiotic link with Skill Knowledge Providers (SKPs), approved by the AICTE to start with. Initially, it is proposed to launch this scheme in 200 institutions in the country from the academic year 2013-14. The details of the vocational education scheme of the UGC can be viewed at [www.ugc.ac.in](http://www.ugc.ac.in).

I request you to circulate this scheme amongst the institutions affiliated to your university so that they and the student community can be made aware of it and they feel inspired to benefit from it. An opportunity has come for the university system to take a pioneering role in making vocational education an important agenda for higher education. I have no doubt that you will extend your full cooperation to initiate efforts to make it a success.

28/08/12



U/1625  
28/8/12

Contd...2/-

Needless to mention, that the benefit of this scheme can be availed of by initiating it in the affiliated colleges under your jurisdiction. But it will be an added flip to the programme if the university itself can become a trend setter in experimenting with the NVEQF on its campus as well.

✓A || The UGC will support the scheme in all those institutions which are receiving grant-in-aid from the UGC and are included under Section 2(f) and 12-B of the UGC Act, 1956.

Looking forward to your support in making this scheme a success, as a significant intervention for a new orientation to the system of higher education.

With regards,

Yours sincerely,



(Ved Prakash)

**Encl.: As stated above.**

The Vice-Chancellor  
Pandit Ravishankar Shukla University  
Raipur-492 010

## UGC Scheme for Introducing Vocational Education in Higher Education under the National Vocational Education Qualification Framework (NVEQF)

### 1. Introducing Vocational Education in Higher Education

The University Grants Commission (UGC) is launching, for the first time, a scheme on introducing vocational education as a part of college/university education, leading to Degree/Advanced Diploma/Diploma. The scheme is formulated on the guidelines spelt out in the *National Vocational Education Qualification Framework (NVEQF)* and the stipulations of the *All India Council for Technical Education (AICTE)*.

Career-orientation and vocational courses are need of the hour as a large student population will have to be prepared to be skilled resource enabled to contribute to the economic growth and development of the country. The proposed vocational programmes will be a judicious mix of skills, professional education related to the skills and also appropriate content of general education so that an aspirant who joins vocational programmes is, in no way, handicapped to benefit from lateral and vertical mobility in the pursuit of career in a chosen field of interest.

### 2. Levels of Certification

The certification levels as envisaged for higher education will lead to vocational Degree/Advanced Diploma/Diploma in a vocational area and will be offered under the aegis of the University. This is out-lined in Table-I. The obligation of the university will commence from Level 5.

**Table 1: Certification Levels**

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

### 3. Certification Nomenclature

The levels of certification in respect of vocational qualifications at the Degree/Advanced Diploma/Diploma will have the following nomenclature:

Degree/Advanced Diploma/Diploma (Specialization offered), for example:

B.Voc. (Farm Equipment and Engineering)

B.Voc. (Theatre and Stage Craft)

### 4. Vocational Sectors and Related Specializations

The AICTE being the statutory authority for approving and recognizing vocational programmes has initially identified the following sectors (Table 2) and specializations currently available for approval by the AICTE. The Colleges willing to undertake vocational programme offerings will initially identify areas from amongst these. Affiliated colleges desirous of conducting vocational programmes shall apply on line at [www.aicte.india.org](http://www.aicte.india.org) and details of the programme can be located at [www.aicte-india.org](http://www.aicte-india.org) >education>vocational education.

**Table 2: Vocational Sectors and Related Specializations**

No.	Sector	Specialization
1	Automobiles	1 Engine Testing
		2 Vehicle Testing
		3 Vehicle Quality
		4 Auto Electricals and Electronics
		5 Farm Equipment and Machinery
2	Entertainment	1 Theatre and Stage Craft
		2 Contemporary Western Dance
		3 Theatre studies
		4 Acting
3	Information Technology	1 Software Development
4	Telecommunications	1 Mobile Communication
5	Marketing	1 Retail
6	Agriculture	1 Farm Machinery and Power Engineering
		2 Green House Technology
		3 Renewable Energy
		4 Processing and Food Engineering
		5 Soil and water Conservation
7	Construction	1 Building Technology
8	Applied Arts	1 Fashion Technology
		2 Interior Design

		3	Jewelry Design
9	Tourism		
		1	Tourism and Service Industry
10	Printing and Publishing		
		1	Printing Technology

The above is only suggestive to launch the programme as a beginning in the field of vocational education. Other sectors and specializations which the institutions may like to identify can be added to the initial list following appropriate procedures with the AICTE/University concerned. The University shall place the proposed vocational programmes before the concerned academic bodies of the university for approval.

## 5. Eligibility

The eligibility conditions for admission to vocational programmes at the college level shall be the following:

- i. Candidates who have passed higher secondary in the vocational/academic stream.
- ii. Candidates who have passed vocational programme at the higher secondary stage through Open and Distance Learning (ODL), for example, from the National Institute of Open Schooling (NIOS), State Open Schools (SOS), or equivalent.
- iii. Candidates qualifying from Polytechnics with equivalent qualification to higher secondary.

**NOTE:** Knowledge of skill levels 1, 2, 3 and 4 will be required to enter into a degree programme and a candidate shall have to clear attainment of competencies pertaining to levels 1, 2, 3, and 4 through on-line or off-line mode, as a part of eligibility for admission to a chosen vocational programme.

## 6. Location of the Vocational Programme and Faculty Resource

The vocational programmes will be located in university affiliated institutions, namely the colleges. They shall provide the required infrastructure in the vocational sector specialization chosen by them in terms of norms laid down by the AICTE with reference to physical and human resources. Initially, faculty could be drawn from persons experienced in the field. Simultaneously, qualifications will have to be laid down for both academic and professional staff, who would be constituting a cadre of faculty for vocational programmes in different sectors in the long run.

## 7. Vocational Curriculum

### 7.1 Theory curriculum

Curriculum for a specific vocational sector specialization has been designed by the AICTE in consultation with industry and other service sectors to ensure the contextual relevance and also to ensure easy placement. Knowledge and skills in a particular vocation have been identified to commensurate with the requirements of a degree level programme along with the nature of jobs the degree holder can contribute to. This input from the AICTE in respect of the curriculum design shall be used and improvements effected as the course is offered.

### 7.2 The Skills Curriculum

The important component of the scheme is institutionalizing skill component of vocational education using the modalities of Skill Knowledge Providers (SKPs) identified by the AICTE. The SKPs will be an integral component of the institutions which can be entrusted with this responsibility including engineering institutions, Polytechnics and UGC approved and University affiliated colleges.

## 8. Major Aspects of the Scheme

- The candidate shall complete the skill modules as required at various certification levels, one level at a time, shall acquire the necessary credits from the approved SKP, and submit the same to the Institute where he/she is registered for a Degree/Advanced Diploma/Diploma.
- The SKP shall assess/evaluate the skills acquired by the student and award Skill Certificates along with vocational skill credits.
- Vocational skill credits shall be transferred to the University, which compiles the vocational skill credits and the formal education credits and if all such credits are available as required at the respective certification level, then the university shall award the certification at that level.
- Certification levels as required will entail the student for the award of a Vocational Degree/Advanced Diploma/Diploma as per Table 3.
- The candidates may enter the job market after each certification level or may continue to acquire additional credits in part time / full time mode in order to complete the requirements of Vocational Degree/Advanced Diploma/Diploma.
- Each level requires approximately 1000 hours of education and training taken together per annum. For the vocational stream leading to a Degree/ or an Advanced Diploma/Diploma, these hours shall have both vocational and academic components. The vocational component will go on increasing as the

level of certification increases as per Table 3. The skill modules or the vocational content at a certification level could be a single skill or a group of skills of the number of hours prescribed.

**Table 3: Provision of Instructional Time**

Qualification	Skill Level	Vocational stream		Current formal higher education stream
		Contact Hours of Education & Training		
		Vocational	Academic	
				e* ←
Diploma	5	400-500	500-600	
				c* →
Advanced Diploma	6	500-600	400-500	
Degree	7	600-700	300-400	
				f* ←

- Candidates shall have the freedom to move from vocational stream to current formal higher education stream or vice versa at various stages, as indicated by e\*, c\* and f\* in Table 3, provided the levels of attainments of both theory and skill components are successfully acquired by the candidate.
- Multi-level entry and exit system shall allow the candidate to seek employment after any level and rejoin the education as and when feasible to upgrade qualifications/skills competency.
- In case a student wishes to pursue vocational stream after having been in a current formal system then such students needs to acquire the pre requisite skills by enrolling with a SKP at the respective certification levels.
- Levels 8 and 9 concerned with vocational education at the post-graduate stage are currently deferred till some stability is achieved for the Degree level Vocational Programmes.

## 9. Placement

Individual colleges will establish appropriate linkages with industry and other service providers so that their products are given acceptability for their appropriate placement.

## 10. AICTE's Role

The AICTE should prepare a folder containing all information about the modalities of undergoing vocational programmes as well as the future of those who choose to enter vocational degree programmes. This would be of great help to the colleges in providing the needed publicity of the programmes for the benefit of the youth.

## 11. Schedule of Tasks for the Colleges

- (1) The UGC will write to the universities to take up with the colleges affiliated to them to prepare themselves for offering vocational programmes at Degree/Advanced Diploma/Diploma levels in accordance with the sectors and specialization given in Table 2.
- (2) An affiliated college can apply for five sectors, with enrolment of 100 per sector. However, an affiliated college applying for a single sector can be approved for 500 students.
- (3) The affiliated college shall sign a Memorandum of Understanding (MoU) with an approved SKP preferably in close vicinity of the affiliated college. The MoU will contain a format to decide on the skill schedule of operation, fees to be collected and shared between the two along with necessary clauses to protect the interest of the students along with that of all other stakeholders.
- (4) Advertisement for the vocational programmes should commence well in advance before the commencement of academic session 2012-13.
- (5) The mandate of the affiliated college to conduct vocational programme shall be governed by the following provisions.
  - ❖ Any student who has passed 10+2 is eligible for entry to Certification level 5 (skills required at levels 1,2,3,4 of chosen sector is also required and can be acquired in an off-line mode; age is no bar; pre-skills shall be assessed by the SKP for entry at any Certification level.
  - ❖ Register students for the vocational programmes and upload the same on the AICTE website.
  - ❖ Register with the AICTE for conduct of vocational programmes
  - ❖ Announce the schedule of vocational programmes on offer for a calendar year.
  - ❖ Conduct appropriate classes for the formal education part of the vocational programmes, as and when necessary.



- ❖ Conduct examination / evaluate the student, award a grade indicating level of achievement in the formal vocational and combine the credits of Skills acquired from the SKP, submit the same to the University as is applicable and upload the same on the AICTE website.
  - ❖ An Institute also may award Certificate at a certain level wherever such provisions are made within the University. However, the final Diploma or a Degree can only be awarded by the University.
  - ❖ Maintain record of registered students and certificates issued and upload the same on the AICTE website.
  - ❖ Submit details of students registered, evaluation conducted and the results to respective University and upload the same on the AICTE website.
6. Identification of faculty and other infrastructural and related support for example, workshop, library will have to be simultaneously worked out.

## **12. Financial Incentives**

Affiliated colleges undertaking the vocational programmes in their institutions shall be eligible for a one-time financial assistance as incentives for offering the programme.

**NOTE:** *The scheme is in addition to the career-oriented programme in Vocational areas offered as add-on to the degree level programmes in Arts, Science, Commerce.*