NOTIFICATION

Subject: Notification of National Skills Qualification Framework pursuant to notification of National Credit Framework (NCrF)

1. The National Skills Qualification Framework (NSQF) is an outcome and competency-based framework which organizes qualifications according to a series of levels of knowledge, skills and aptitude. The NSQF was earlier notified on 27th December 2013 by the Ministry of Finance. However, since then the skilling landscape has undergone major changes and there has been increased impetus on vocational education and skilling leading to inter-alia, constitution of National Council for Vocational Education and Training (NCVET) as the national skills regulator, launch of National Education Policy 2020 (NEP) with focus on integrating general and vocational education & training/skilling, and approval of National Credit Framework (NCrF) in April 2023.

2. In view of these changes, the NSQF has been amended to incorporate the provisions laid down in NEP and NCrF with respect to the following:

   a. **NSQF Levels:** There will be eight levels from Level 1 to level 8.

   b. **NSQF Level Descriptors:** Each NSQF Level and is defined and described by a set of level descriptors. These descriptors will be expressed in 5 domains namely (i) professional theoretical knowledge, (ii) professional and technical skills/ expertise, (iii) aptitude, mind-set, soft skills, employment readiness &

entrepreneurship skills, (iv) broad learning outcomes and (v) level of responsibility.

c. **Standardization of Norms for Minimum Entry Criteria & Notional Hours:** For a qualification at a particular NSQF level with pre-defined learning outcomes, there will be minimum level of standardization in terms of minimum entry criteria and minimum range of notional hours.

3. The NSQF norms and its components have been finalized after wide consultations with the stakeholders including public consultation. The comments received were examined and suitably incorporated and the revised NSQF was subsequently approved by the NCVET Council. The NCrF was notified by the UGC on 10th April 2023. Following this, the NCVET adopted the NCrF vide Order No. File No: 26001/01/2019-20/NCVET dated 12th May 2023, for implementation in the VET/skilling ecosystem, in pursuance of which the revised NSQF is being notified.

Col Santosh Kumar

Director

F.No- 22001/01/2023/NCVET

MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
NATIONAL SKILLS QUALIFICATION FRAMEWORK-2013

In pursuance of the notification No. SD-17/113/2017-E&PW dated 5th December 2018, notifying and constituting National Council for Vocational Education and Training (NCVET) and by virtue of the provisions of para 16(f) of the said notification enabling NCVET to frame the guidelines 'for the approval of qualification packages, and approve qualification packages in the manner set out in such guidelines' and subsequent approval of National Credit Framework by the Government and notification of the same by University Grants Commission (UGC) dated 10th April 2023 and public notice issued vide No.F. No 2-3/2022 (QIP) dated April 21, 2023/ Vaishakh 1, 1945, the rationalized and revised National Skills Qualification Framework (NSQF) is hereby notified, in supersession of the earlier notification dated 27th December 2013, as per the details given below.

1. **DEFINITIONS APPLICABLE TO THE NSQF**

   i. "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.

   ii. "Council" means National Council for Vocational Education and Training (NCVET)

   iii. "Credit" is recognition that a learner has successfully completed a prior course of learning corresponding to a qualification with pre-defined outcomes and at a given National Credit Framework (NCrF)/ National Skill Qualification Framework (NSQF) level, subject to assessments for achieving such learning outcomes.

   iv. "Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work, skill or study. Knowledge is described as theoretical and/or factual.

   v. "Learner" refers to an individual undergoing Vocational Education and Training/ skill development training, whether in a formal or informal setting.

   vi. "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.;

   vii. "National Skills Qualification Committee" or "NSQC" refers to the Committee set up for approval of Qualifications under NSQF.

   viii. "Qualification" means a skill competency in respect of which the Council has approved a qualification package. Acquiring a Qualification results into achieving a formal learning outcome, based on an assessment and validation process, is obtained when a competent body determines that an individual has achieved the prescribed learning outcomes to given standards.

   ix. "Recognition of Prior Learning" or "RPL" means assessment and certification of individuals with prior learning experience or skills towards gaining a qualification;

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

xi. "Skill" 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);

xii. "Trainer" means someone who trains, instructs, teaches or otherwise enables the learner(s) to acquire the appropriate knowledge and skills to gain a Qualification. xiii. "Training Provider", "training body" or "Institute" and "Institution" means a person or an organisation which is affiliated with an awarding body recognized by the Council for providing training with respect to a qualification. xiv. 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.

2. BACKGROUND OF DEVELOPMENT OF SKILL QUALIFICATION FRAMEWORK IN INDIA

2.1. Through the National Policy on Skill Development, 2009, India recognized the need for the development of a national qualification framework that would transcend both general education as well as vocational education and training. The Policy envisioned that the framework would stimulate and support reforms in skills development and facilitate establishment of nationally standardized, acceptable, and internationally comparable qualifications. In the absence of an organization at the Central level to develop such a framework, individual Ministries started working on development of the framework, which were to subsequently be subsumed in the National framework, when available. Accordingly, the Ministry of Labour and Employment developed the National Vocational Qualifications Framework (NVQF) and the Ministry of Human Resource Development developed the National Vocational Education Qualification Framework (NVEQF).

2.2. Realizing the need for a unified framework, an Inter-Ministerial Committee was formed by the Cabinet Secretariat to utilize the work already done by the two Ministries as the foundation of the National Skills Qualification Framework (NSQF) notified vide notification no.8/6/2013-Invt dated 27th December, 2013 by the Department of Economic Affairs, Ministry of Finance. Prior to this, the National Skill Development Agency was notified in June 2013 by the Department of Economic Affairs with a mandate to anchor and operationalize the National Skill Qualification Framework (NSQF) to ensure that quality and standards meet sector specific requirements.

2.3. The need for NSQF arose on account of the following:

i. The negative perception associated with vocational education and training and hesitation amongst the youth in opting for it presuming that this avenue would preclude the concerned individual from being able to acquire higher degrees and qualifications.

ii. Absence of clear pathways of learning and progression, especially on the vocational education and training front, with no clear provision for vertical or horizontal mobility.

iii. Lack of uniformity in the outcomes associated with different qualifications across awarding bodies and institutions which often led to problems in establishing equivalence of certificates/ diplomas/ degrees in different parts of the country, impacting the employability and mobility of students/ learners.

iv. Existence of a large section of people who acquired skills in the informal sector but did not have the necessary formal certifications to attest their skills.

v. Absence of mechanism for international recognition of Indian qualifications adversely affecting the international mobility of students and workers

2.4. Accordingly, the NSQF sought to:

i. Integrate education and competency-based skill framework and provide for credit accumulation and transfer system to allow people to move between vocational and general education and vice versa at different stages in their lives according to their needs and convenience.

ii. Provide a competency and learning outcomes-based framework for development of quality skill qualifications, in line with the industry requirements which in addition to employment also allows acquisition of higher qualifications, including degrees and doctorates.

iii. Make the progression pathways transparent so that institutes, students/ learners and employers are clear about the possible avenues after pursuing a particular course and addresses the issues of inequity and disparity in qualifications.

iv. Enable mainstreaming of learners from non-formal, in-formal background and also those who belong to out of school category through Recognition of Prior Learning (RPL).

v. Enable alignment of Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreements.

3. **NEED FOR REVISING AND RATIONALIZING NSQF**

Since the notification of NSQF in 2013, the skilling landscape has undergone major changes. The impetus on vocational education and skilling resulted in some major policy initiatives by the Government including notification and constitution of NCVET, launch of National Education Policy 2020 and approval of National Credit Framework in April 2023.

3.1. **Establishment of National Council for Vocational Education and Training (NCVET):**

3.1.1. The National Council for Vocational Education and Training (NCVET) was notified on 5th December 2018, vide notification no. No. SD-17/113/2017E&PW, with the approval of the Cabinet dated 10th October 2018,

subsuming the erstwhile National Skill Development Agency (NSDA) and the National Council of Vocational Training (NCVT).

3.1.2. The National Council for Vocational Education and Training has been entrusted with the development, qualitative improvement and regulation of vocational education and training, for granting recognition to and monitoring the functioning of awarding bodies, assessment agencies, skill information providers, and training bodies, and to perform other incidental functions as specified in the notification. The establishment of NCVET has also consolidated the fragmented regulatory framework in the Vocational Education and Training (VET) and skill ecosystem.

3.1.3. The NSQF is now anchored in NCVET and its implementation is ensured through, inter-alia, the National Skills Qualification Committee (NSQC), which has been re-constituted, with representation from Central Ministries concerned, NITI Aayog, regulators of higher and technical education University Grants Commission (UGC), All India Council for Technical Education (AICTE), Central Board of School Education (CBSE), select State Skill Development Missions, Awarding Bodies including Directorate General of Training (DGT), Sector Skill Councils (SSCs) and select industry bodies.

3.2. **National Education Policy, 2020:**

3.2.1. The new National Education Policy, 2020 has been launched by the Government in July 2020. The policy lays emphasis on making the education more holistic and effective by integration of general (academic) and vocational education while ensuring the vertical and horizontal mobility of students and learners between academic and vocational streams.

3.2.2. The NEP 2020, emphasizes upon removing hard distinction between arts, science and commerce; and between curricular, co-curricular and extracurricular activities; and between vocational and general education. NEP focuses on flexible curricular structure and multidisciplinary learning.

3.3. **National Credit Framework (NCrF):**

3.3.1. To fulfil the vision of National Education Policy 2020, a National Credit Framework (NCrF) has been approved by the government which is a comprehensive credit framework encompassing elementary, school, higher, and vocational education & training. NCrF focusses on making education more holistic and effective and would be the single meta framework for integrating and creditizing learning in various dimensions of academics, skilling and experiential learning including relevant experience and proficiency/ professional levels acquired, subject to assessment.

3.3.2. 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).

3.3.3. NCrF enables multi-disciplinarity, 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.

3.3.4. Under the National Credit Framework (NCrF) every learning hour may be creditized subject to its assessment. The Credit levels to be assigned across school/ higher/ vocational education/ skilling, (independent of the streams, subjects etc.) are based on the cumulative numbers of hours/ years of learning subject to assessment.

3.3.5. For earning credits, any course/ qualification has to be aligned to the qualification framework concerned and assigned a pre-defined NCrF level while clearly describing the desired competency and learning outcomes expected after undergoing the course/ qualification. Also, for assignment of credits the learning outcome shall have to be assessed after completing the course/ qualification. NCrF proposes creditization to be applicable to school education, higher education and vocational education.

3.4. The school education and higher education have their respective Qualification frameworks namely the National Higher Education Qualification Framework (NHEQF) for higher education and the National Curriculum Framework for school education.

3.5. Above transformative policies necessitated corresponding modifications in the National Skill Qualification Framework (NSQF) particularly in respect of rationalising level descriptors, standardized minimum entry requirement criteria and notional hours, alignment of NSQF with NCrF and realigning its focus largely to the skills qualification framework.

4. **NATIONAL SKILLS QUALIFICATION FRAMEWORK (NSQF) & IT'S OBJECTIVES**

4.1. The National Skills Qualification Framework (NSQF) is an outcome and competency-based framework which organizes qualifications according to a series of levels of knowledge, skills, aptitude, and responsibility levels defined in terms of learning outcomes which the learner must acquire through formal, non-formal or informal learning which may comprise of academics, vocational education, training & skilling and experiential learning including relevant experience and proficiency/ professional levels acquired, subject to assessment. Thus, the NSQF is a skills' quality assurance framework.

4.2. Key objectives and features of National Skill Qualification Framework

4.2.1. The following are the key features of NSQF:

i. Provide for integrating and creditizing vocational education, training and skill learning in various dimensions of academics, skilling and experiential learning including relevant experience and proficiency/ professional levels acquired, subject to assessment;

ii. Clearly prescribe the desired competency levels in terms of knowledge, skills, aptitude, responsibility and learning outcomes expected after undergoing the course/ qualification while assigning a pre-defined NSQF/ NCrF level to the same;

iii. Facilitate assigning of credit levels across vocational education/ skilling including that in school and higher education, based on the cumulative numbers of hours/ years of learning; iv. Creditization of every type and hour of learning subject to its assessment;

v. Establish academic equivalence between vocational & general education while enabling mobility within & between them;

vi. Enable multi-disciplinarity, multiple entry-multiple exit (ME-ME) and progression pathways within and between school education, higher education, technical education, vocational education, training & skilling, and the job markets;

vii. Provide flexibility for students/ learners to choose their learning trajectories and career choices, including option for mid-way course correction

viii. Recognize learning through close partnership with industry and employers through internships apprenticeships and on the job training across all sectors;

ix. Provide for Recognition of Prior Learning (RPL) through a credible assessment process;

x. Thus NSQF enables and promotes lifelong learning and skill development.

4.2.2. The other objectives of the National Skill Qualification Framework (NSQF) are to provide a framework that:

i. Makes it applicable and implementable in school education, higher education along with vocational education;

ii. Provides for development of qualifications for each level, based on outcomes which are accepted nationally;

iii. Provides structure for development and maintenance of progression pathways which enables access to qualifications and assists students/ learners to move easily and readily between different education and training sectors and between those sectors and the industry/ job market. iv. Gives individuals an option to progress through vocational education and training and gain recognition for their prior learning and experiences

v. Underpins national regulatory and quality assurance framework and processes for vocational education, training and skilling

vi. Supports and enhances the national and international mobility of the workforce with NSQF-aligned qualifications through enabling easy recognition and comparability of Indian qualifications with the internationally aligned qualifications.

5. NATIONAL SKILLS QUALIFICATION FRAMEWORK & ITS COMPONENTS

5.1. NSQF Level Descriptors

5.1.1. The National Skill Qualification Framework (NSQF) is an outcome and competency-based framework which is composed of levels 1 (one) to eight (8), comprising of 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.

5.1.2. 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.

5.1.3. Each NSQF level is defined and described by a set of level descriptors expressed in terms of learning outcomes in five domains, which describe in general terms, the minimum knowledge, skills, and attributes that a learner needs to acquire in order to be certified for that level. The five domains are (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.

5.1.4. The brief description of each Level Descriptor is as below:

a. Professional Theoretical Knowledge: Professional theoretical knowledge is what a learner should know and understand with reference to the subject skill. It is described in the following terms:

i. Depth of knowledge can be general or specialized.

ii. Breadth of knowledge can range from a single topic to multi-disciplinary area of knowledge.

iii. Kinds of knowledge range from concrete to abstract, from segmented to cumulative.

iv. Complexity of knowledge refers to the combination of kinds, depth, and breadth of knowledge.

b. Professional and Technical Skills/ Expertise: Professional and Technical Skills/ Expertise are what a learner should be able to do as a core function needed for the job role. These are described in terms of the kinds and complexity of skills and include:

i. specialized professional and technical skills; display of clarity of professional knowledge and technical skills in broad range of activities/tasks

ii. applying the required knowledge for successfully implementing or applying techniques/ processes in a specific/ broad field/ job role

iii. the ability to gain, and where relevant, apply a range of knowledge, skills and understanding

iv. Can clearly identify the relevant tools; and materials in most routine/ non-routine contexts

v. the required operational skills for the work/ job. Skill to deliver job/ work with the required precision and in estimated timelines

vi. Capabilities of carrying out a choice of processes and procedures within the range of familiar / unfamiliar contexts

vii. Wide range of cognitive and practical skills required to create innovative and feasible solutions to simple/ complex problems and situations.

viii. For higher NSQF levels, understanding and application of techno-Commercial aspect of technology/associated skills or job role.

ix. Cognitive and creative skills involving the use of intuitive, logical, and critical thinking.

x. Communication skills involving written, oral, literacy and numeracy skills.

xi. Interpersonal skills and generic skills.

xii. Technical skills with regards to a particular job role in both technology and non-technology areas. Technical skills are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real world situations.

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

i. This domain includes the generic employment readiness and mindset including communication, digital, financial and legal literacy, inclusion and diversity, entrepreneurship etc;

ii. Soft skills and life skills like creative & cognitive thinking and innovation; critical thinking and problem solving; collaboration & team work; cultural awareness, heritage and competencies; – local and global citizenship; ethical values and emotional awareness; personal and social responsibility etc;

iii. Higher order skills like novel and adaptive thinking, design mindset, computational thinking, cross-cultural competency, transdisciplinarity, new media literacy, virtual collaboration, social intelligence and liberal arts.etc.

d. Broad Learning Outcomes: Broad learning outcomes are a general summary of the other three domains corresponding to the given competency level as it integrates the three domains with the given responsibility at that level for undertaking a job role.

i. carrying out the predefined tasks, routine/repetitive tasks with/ without supervision;

ii. familiar, predictable, routine, situation of clear choice, focusing on range of application of standard procedures or operations in production/ services;

iii. versatile, adept at executing specialized tasks with minimal supervision, applying technical skills and problem-solving with clarity;

iv. identify/ anticipate the problems and possible range of solutions;

v. technical expertise, adept at solving complex problems and improving output, specialized judgement / decision making;

vi. advanced technical skills, monitoring critical parameters, evaluating and improving processes, and solving complex problems with evidence-based judgement;

vii. applying acquired advanced technical skills, technical appraisal and reviews;

viii. driving large-scale transformation and managing resources effectively.

e. Responsibility: Responsibility aspect determines the following:

i. Level of responsibility for self and others; ii.

Accountability for actions; iii. Nature of working

relationships;

iv. Managing change.

5.1.5. The descriptors give broad, general, but meaningful, indicators of the learning outcomes at each level. However, it is not the case that every qualification will or should have all of the characteristics set out in the level descriptors. The descriptors can be used in a number of ways:

a. To allocate levels to learning programs and qualifications

b. Allow broad comparisons to be made between outcomes of learning

c. In validation and moderation of various qualifications and programs

d. As a basis for communication with learners and other users of qualifications

e. As a guide for mapping progression routes within training sectors

   f. By program designers when making entry requirements and recommendations for programs

5.1.5. The details of the Level Descriptors as on the date of this notification are at Annexure I. However, the Level Descriptors are subject to further modification with the approval of the NCVET Council depending upon the need and requirements of vocational education, training and skilling ecosystem for the development, qualitative improvement and regulation of vocational education and training.

5.2. Qualifications and National Occupation Standards (NOS)

5.2.1. A Qualification comprises of a number of smaller units of learning with independent learning outcomes called National Occupational 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. These standards can form the benchmarks for various education and training programs.

5.2.2. Just as each job role may require the performance of a number of tasks, the combination of all the NOSs corresponding to these tasks would form the Qualification for that job role. The Qualification and constituent NOSs for each qualification/ job role corresponding to each level of the NSQF shall be formulated by the recognized Awarding Body concerned.

5.2.3. In the event of there being no AB for a given sector, or inability on the part of the AB to develop the required NOSs/ qualification in a timely manner, the NCVET/ NSQC may assign this responsibility to a relevant awarding body or any other entity having experience and knowledge of the sector.

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

5.4. **Standardization of Norms for Minimum Entry Criteria & Notional Hours:**

5.4.1. Each qualification at an NSQF level may be further defined in terms of entry criteria, minimum range of notional hours required to achieve the prescribed learning outcomes which are aligned to the National Credit Framework (NCrF). For a qualification at a particular NSQF level with a predefined learning outcome, there will be minimum level of standardization in terms of the following elements:

   a. Minimum Entry criteria: Since every level of qualification/ job role is expected to lead to a defined level of competency, minimum entry requirements for undertaking training in a qualification of a particular level may be prescribed by the Council. The entry criteria may include the academic credentials and/or previous Vocational Education, Training and Skilling undertaken and the existing work experience of the prospective student/ learner.

b. Minimum range of notional hours: Although the NSQF levels are not directly related to the duration of study, for 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 notional learning hours may include theory, practical/ skill training, internship, apprenticeship, On the Job Training (OJT), employability skills, etc.

5.4.2. The details of the Standardization of Norms for Minimum Entry Criteria & Notional Hours etc as on the date of this notification are at Annexure II.
However, these Standardization of Norms for Minimum Entry Criteria & Notional Hours etc are subject to further modification with the approval of NCVET Council depending upon the need and requirements of Vocational Education, Training and Skilling ecosystem in the interest of the development, qualitative improvement and regulation of vocational education and training

5.5. Supporting Documents for a qualification

5.5.1. Each qualification shall be supported by the Qualification developer Awarding Body/ Assessment Agency concerned with the following:

i. Qualification, NOSs, Micro-Credentials in prescribed format with the expected learning outcomes and performance criteria for every learning outcome; the detailed training and learning strategy, and process;

ii. Model curriculum, student's guide; detailed syllabus, lesson plans, learning resources;

iii. List of infrastructure, tools, equipment, labs/ computer labs, workshops, and other special infrastructure required for imparting the training; detailed specifications of infrastructure, tools, equipment, labs/ computer labs, workshops, and other special infrastructure required for imparting the training;

iv. Detailed strategy and guidelines for training, assessment and testing;

v. Trainer's qualifications/ eligibility/ experience; Training Manual, Trainer's Guide, projects, assignment, tutorials; ToT Qualification

vi. Assessor's qualifications/ eligibility/ experience; Assessment Manual, Assessor's Guide, question banks for assessments, job works for practical assessments; ToA Qualification

vii. Basic e-content based on the model curriculum; Advance content, e-content and other digital resources, multimedia resources, including animation, simulation, digital twins, metaverses, etc;

viii. Evidence of need of the qualification and type of training institution; Any special resources required for delivery of qualification to people with disabilities;

ix. Each qualification shall be prepared in Hindi/ Indian language as per the geographical area of training;

x. Details of online and offline learning and assessment as per blended learning guidelines;

xi. NSQF curricula should specify the mode of learning, be modular and allow for skill accumulation and facilitate exit and entry.

These shall be developed for each NSQF level, and for every Qualification/NOS/MC by the Awarding Body (AB)/ Training Providers/ Assessment Agencies concerned.

5.6. Industry Engagement:

5.6.1. Since the National Skill Qualification Framework (NSQF) has been particularly designed for meeting the skilled workforce and manpower requirements of the industry and various sectors of economy at all levels (workmen, technicians, supervisory, managerial, management etc), NSQF has to be implemented with participation of the industry/ sectors and employers which is a critical prerequisite for its success.

5.6.2. 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 Awarding Bodies, especially with respect to the following aspects:

i. Stakeholders' consultations during design and developed of qualification

ii. Industry validation of the qualification to establish its need and relevance

iii. Allowing the relevant experts from the industry/ sectors to deliver and assess the qualification and prescribing the same in the guidelines for appointment of instructors/ trainers

5.6.3. The Awarding Bodies may also recognize the regular training centres/ facilities within an industry as their affiliated training centres for the purpose of skill training

5.6.4. In addition to this, the industry may also provide support in terms of providing training institutions and /or infrastructural support.

5.6.5. Industry led qualifications can be considered for NSQF alignment on a case-to-case basis, even where the industry concerned is not an NCVET recognized awarding body, the mechanism for which shall be prescribed by NCVET.

5.7. Award / Earning of Credits and Notional Learning Hours

5.7.1. Under the National Credit Framework (NCrF) every learning hour can be creditized subject to its assessment. The Credit levels to be assigned are based on the cumulative numbers of years of learning with assessment.

For earning credits, the course/ qualification should be aligned to the qualification framework concerned, be assigned a defined NCrF level while clearly describing the desired

competency and learning outcome expected. Also, the learning outcome shall be assessed after completing the course/ qualification for assignment of credits.

5.7.2. Credit" is recognition that a learner has successfully completed a prior course of learning, corresponding to a qualification at a given NSQF/ NCrF level. For each such pre-approved qualification, the student/ learner would have put in such number of hours of learning (academic, vocational education & skill and experiential learning) or workplace experiential learning including relevant proficiency and professional levels acquired, so as to achieve the pre-defined and approved learning outcomes as part of the qualification, subject to valid, reliable assessment by a duly recognized assessment agency.

5.7.3. The total Notional Learning Hours for one year of education/ learning across school education, higher education and vocational education, training and skilling have been prescribed to be 1200 Hrs per year for the purpose of assignment of credits for which the students/ learners shall be awarded 40 Credits subject to assessment.

5.7.4. 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:

a. Formal learning, including classroom learning, training sessions, coaching, teaching/ instructions;

b. Practical hands-on training in workshops, laboratory or other locations including innovation labs;

c. Assignments, tutorials, minor or major project work;

d. Examinations, class tests, quizzes, and all types of assessments;

e. 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

f. Experiential learning including relevant proficiency and professional levels acquired etc., including but not limiting to, for example:

g. Informal learning for example through community-based workshops, youth groups, playgroups (Process to be separately notified by the Council);

h. Special achievements in sports and games, yoga, physical activities, performing arts, music, handicraft work, social work, NCC (Process to be separately notified by the Council).

5.7.5. For the purpose of credit calculations under National Credit Framework (NCrF) one Credit is equivalent to 30 notional learning hours. However,

the Council may provide for a different number of hours per credit for theory practical and experiential learning for specific Qualifications. The assignment of credits is independent of the Vocational Education, Training and Skilling sector or type of learning. The students/

learners could be allowed additional courses, programs, subjects or projects beyond 40 credits to get additional credits for the same.

5.7.6.   The number of credits may be worked out on the basis of the number of notional learning hours prescribed (that an 'average' learner, at a specified NSQF level, is expected to take to achieve the learning outcomes). No credits are added or taken away if the student/ learner takes more or less time is taken to achieve the pre-defined outcomes determined by successful assessments. No credits shall be awarded to or 'earned' by a student/ learner if the learning outcomes are not achieved.

5.7.7.   The process of assignment, accumulation, storage, redemption and transfer of credits shall be in alignment with the National Credit Framework, including the special provisions like Recognition of Prior Learning (RPL), student/ learner accelerations etc.

5.7.8.   Assignment of Credits has also been enabled for blended learning in Vocational Education, Training and Skilling to expand the open learning options and to promote extensive use of technology in education, learning & skilling. This would help in overcoming the constraints of physical infrastructure & scalability while enhancing access, equity, and affordability and ensuring quality and accountability. The blended learning option shall also enhance accessibility of learning in Indian language as well as for Divyangs.

5.7.9.   The total Credit Points earned by the student in a particular year could be obtained by multiplying the credits earned with the NCrF Level at which the credits have been earned. The credit points may be redeemed as per the guidelines issued in this regard by the regulators/ institutions concerned for entry or admission in school, higher, technical or vocational education programs/ courses at multiple levels enabling horizontal and vertical mobility with various lateral entry and exit options.

5.7.10.   The NSQF read with the provisions of National Credit Framework (NCrF) also enables creditization of experiential learning including relevant experience and proficiency/professional levels acquired, based on the weightage for the purpose, subject to assessment.

5.7.11.   The provisions of NSQF shall be aligned with the provisions of NCrF and the NCrF levels.

5.8. NSQF Enabling Recognition of Prior Learning (RPL)

5.8.1.   The NSQF read with the provisions of National Credit Framework (NCrF) fully enables the students/ learners with opportunities to catch up and reenter the education and skilling ecosystem in case they have fallen behind or dropped out at any stage thereby allowing them integration, progression

and mobility into formal education ecosystem.

5.8.2.   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 is a very important associated function of the NSQF, especially in the Indian context where majority of the workforce has not received formal training. Such prior

learning may include knowledge and skills gained/ acquired outside the formal learning ecosystem, through informal learning and training in the workplace, the family, the community and/or the voluntary sector, from continuing professional development activities or from independent learning from open/ other sources.

5.8.3. RPL will give an option for personal or career development or to gain credit to learners who have the required skills but no formal certificate for the same. It will help learners make clearer connections between the learning they have already achieved and future learning and/or career opportunities. Benchmarking an individual's learning against the NSQF Level Descriptors will help them to identify the appropriate options for progression. This will improve career progression and skill upgradation of learners as well as facilitate the engagement of the experienced practitioners as resource persons.

5.8.4. The Guidelines on "RPL' notified by NCVET, from time to time shall be applicable in this regard.

5.9. Occupational Maps and Progression Pathways

Every qualification will define and provide for the Occupational Maps and Progression Pathways to enable both horizontal and vertical mobility of students/ learners. For that to happen, the following are essential:

5.9.1. Each level is linked to the levels above and levels below it by a series of steps. If these steps in any industry sector or academic domain are missing, the NSQF would help identify, map and address these gaps.

5.9.2. Such gaps would have to be filled, and the key administrative ministry, regulatory bodies already operating in that sector, the ABs and other stakeholders being part of the NSQC, would be involved and requested provide the required support in the process.

5.9.3. The progression pathways shall be defined in each qualification to facilitate vertical and horizontal mobility. For this, Awarding Bodies shall develop clearly defined Occupational Maps (OMs) of the sector concerned. Such OMs may show pathways within the same sector or across sectors.

5.9.4. The horizontal and vertical progression pathways with the multiple entry multiple exit options within and between vocational education and general education shall be worked out in line with the provisions of NCrF.

5.10. Enabling International Comparability and Mobility:

5.10.1. The International equivalence and transfer of credits is enabled through various multilateral/ bilateral agreements between respective regulators of the countries concerned. Regional Qualifications Framework (RQF) also picked up due to the initiatives by the Organisation like Economic Cooperation and Development (OECD), World Bank, and International Labour Organization (ILO).

5.10.2. The demand for transparent sets of professional competencies, skills, and knowledge enhanced the international mobility of students and professionals. Acceptance of

equivalence of various qualifications between the countries, therefore, becomes vital to enable the international equivalence and mobility of students and professionals.

5.10.3. This necessitates the requirement of a measurable method for establishing equivalence between qualifications to enable the identification of skills, comparisons, and mobility of learners and workers between countries.

5.10.4. 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.

5.10.5. 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. NSQF, thus, enables wider recognition and acceptance of Indian education and skilling by other countries through international equivalence, promoting exchange with foreign skilling bodies and institutions.

5.10.6. The NSQF will provide a means of articulation and alignment of the Indian Skill Qualification levels with those of the other countries/ regions for bilateral or multilateral MOUs and agreements. This will help in facilitating the mobility of Indian NSQF-aligned Qualification holders to work in and/or relocate to other parts of the world. The NSQF will also be the means of interface with the various geographical regional frameworks that are developing across the world.

6. NATIONAL QUALIFICATIONS REGISTER (NQR)

6.1. To ensure that all stakeholders of education higher education and skilling ecosystem including awarding bodies, assessment agencies, training providers, training centers, institutions, universities, engineering colleges, polytechnics, Industrial Training Institutes, state school boards, schools, teachers, instructors, trainers, parents and students/ learners, have access to all the qualifications currently aligned and approved as per National Skill Qualification Framework (NSQF) in national qualification register (NQR) shall be maintained and regularly updated by the council.

6.2. The National Qualification Register (NQR) will be the official national public record

of all qualifications aligned to NSQF levels and approved by NSQC. The qualifications register will be made available on a web portal and regularly updated.

6.3. The NQR shall list all the current and past Qualifications aligned and approved as per National Skill Qualification Framework (NSQF) along with full details of its name, code number, sector/awarding body concerned, date of approval, currency, version/ revision, archiving etc.

6.4. NQR will reflect the current qualifications alive which are available or being provided by various stakeholders. NQR shall also all the qualifications archived or expired and are no more available for offering.

6.5. It shall be the responsibility of the stakeholders concerned who shall check the currency and availability of a qualification on NQR before offering the same in the skilling ecosystem.

7. **SHARING OF RESOURCES**

7.1. Sharing of Resources already created by different stakeholders and organizations in the skill ecosystem would be encouraged for optimum utilization of the funds and expertise available.

7.2. Industry and employers would be encouraged to partner with skill / vocational training providers/ institutes so that the requirements and ethos of the work place are integral to skill training programmes.

7.3. The 'Guidelines for adoption of qualifications, NOSs, & Micro-credentials by multiple awarding bodies' notified by NCVET, from time to time shall be applicable in this regard.

7.4. Sharing of Vocational Education, Training and Skilling Qualifications and learning resources: There would be two kinds of qualifications and learning related resources.

   i. Firstly, the one available in the public domain or open resources which shall be sharable subject to following the guidelines issued by the National Council for Vocational Education and Training (NCVET) from time to time. Any resource developed with the funds from the government or corporate social responsibility shall be a public resource.

   ii. Secondly, the detailed and advanced resources developed by awarding bodies, training providers or the assessment agencies where the development, management and use rights would be available with the developer concerned. These resources could be used by others with the permission of the owners based on mutual agreement with or without financial applications.

   iii. In the public interest the council may declare any resource as a public resource.

8. **IMPLEMENTATION of NSQF**

8.1. The National Skills Qualification Committee (NSQC) anchored in NCVET is the apex body for implementation of NSQF. Constituted by the Council, the NSQC comprises, amongst others, of the representatives from the select Central Ministries, the regulatory bodies of education and skilling ecosystem namely University Grants Commission (UGC) and All India Council for Technical Education (AICTE), Director General Training (DGT), Central Board of School Education (CBSE), select SSDMs (by rotation), select Industry Associations, the Awarding Bodies, and sectoral representatives.

8.2. To meet the changing requirements, the composition of NSQC may be modified with the approval of the NCVET Council. The NSQC would be at liberty to set up specific sub-committees for addressing sectoral issues. All Members of the NSQC representing specific sectors, and listed under the group of "sectoral representatives" may be part of the sub-committee (s) on the sector".

8.3. The NCVET shall also lay down an SOPs and guidelines detailing the process for NSQF alignment and approval of qualifications.

8.4. **Functions of the NSQC would be as under:**

   8.4.1. All Policies relating to alignment of qualifications/ NOSs/ MCs to NSQF; their revision; trainer and assessor norms, etc.

8.4.2. NSQF alignment and approval of the Qualifications, National Occupation Standards (NOSs) and Micro Credentials (MCs) prepared by the NCVET recognized Awarding Bodies (ABs) or any other such body authorized to do so by NCVET;

8.4.3. Standardize and review the process for NSQF alignment and approval keeping in view the changing requirements/ policies from time to time.

8.4.4. Prescribe guidelines/ SOPs related to RPL, Adoption of qualifications and NSQF alignment of Diploma qualifications etc.

8.4.5. Prescribe guidelines for ensuring that ABs incorporate in the Qualifications and implementing agencies, including training providers, address during training the special needs of disadvantaged sections of the population including women, PwDs etc.

8.4.6. Encourage development and NSQF alignment of Qualifications/ NOS/ MCs relating to Future Skills qualifications, OEM Qualifications, Cross- sectoral, Multi-skilling and Heritage/ Traditional sectors amongst others.

8.4.7. Modify, align and approve the skill qualifications for Schools, Higher Education and Technical Education.

8.4.8. Resolve issues relating to implementation of NSQF aligned and approved skill qualifications in Schools, Higher Education and Vocational education ecosystem.

8.4.9. Lay down process for uploading, revision and archiving of qualifications on NQR and approve the same.

8.4.10. Approve Occupational Map for various sectors and ensure adherence and implementation by all ABs.

8.4.11. Develop/ approve norms and formats for Certification;

8.4.12. Approve the mechanism for credit assignment, accumulation, storage and transfer of credits with respect to vocational education in line with NCrF and review and resolve matters among Ministries/ Departments/ Regulatory Bodies regarding alignment of courses to NSQF, credit transfer for Vocational Education, Training and Skilling, etc.;

8.4.13. Coordinate and take all steps to align the national qualifications to international qualifications frameworks, relating to Vocational Education & Training/ Skilling to allow international mobility;

8.4.14. Any other matter considered necessary for establishing and maintaining high standards and quality for Vocational Education, Training and Skilling in all sector.

8.5. **Assessment**

8.5.1. As per the Council's mandate all assessments for Vocational Education, Training and Skilling shall be done by the NCVET recognized Assessment Agencies for all the training conducted in respect of NSQF aligned and approved qualifications as per the norms defined from time to time, after approval of NSQC to ensure that outcomes conform to appropriate NSQF levels.

8.5.2. In case the assessment has not been conducted by a NCVET recognized Assessment Agencies, no NCVET certification Shall be issued by the awarding body or any other agency.

8.6. **Certification**

8.6.1. Certification will be done by the NCVET recognized Awarding Bodies for the NSQF 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.

8.6.2. The Certificate is to be issued after successful assessment of the student/ learner in the approved format issued by NCVET from time to time, after approval of NSQC.

8.6.3. 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.

8.7. **Miscellaneous Provisions for implementation**

8.7.1. Central and State Governments: The Central Ministries/ Departments, State Government Departments, State Skill Development Missions (SSDMs) etc. will provide the leadership to ensure that all stakeholders align the Vocational Education, Training and Skilling ecosystem under their aegis to the NSQF to ensure greater value and mobility. The State Governments will also help determine the modalities for ensuring that while regional variations are provided for, the same do not deviate from the set standards and procedures undermining the quality assurance through NSQF.

8.7.2. The Government funding for any program may be available only for Vocational Education, Training and Skilling on NSQF aligned and approved qualifications/ courses.

8.7.3. All the government funded training and education institutions shall define eligibility criteria for admission to various Vocational education and Training (VET) courses (both in school and higher education) which are aligned with NSQF to facilitate mobility.

8.7.4. The recognized Awarding Bodies will be encouraged to run the NSQF aligned and approved qualifications in fee-based programs as well.

8.7.5. NSQF may be adopted by all academic institutions for their Vocational Education, Training and Skilling related programs.

8.7.6. Governments both Central and states may amend their recruitment rules and as those of their public sector enterprises to define eligibility criteria for all workforce related positions in terms of NSQF levels.

8.7.7. This notification will supersede the earlier NSQF notification of 2013.

9. Removal of Difficulties in implementation of the provisions

Challenges/ difficulties faced during the implementation of this policy shall be evaluated and addressed and in case any urgent/ minor modifications are required, the same shall be issued with the approval of the

Chairperson, NCVET, which shall be got approved post facto by the Council. Interpretation/ decision of the Council regarding any of the provisions of the guidelines shall be final.

LEVEL DESCRIPTORS FOR NSQF LEVELS

(Majority of the parameters listed across every level to apply)

NSQF Level	Professional Theoretical Knowledge	Professional and Technical Skills/ Expertise	Aptitude, mind-set, soft skills, employment readiness & entrepreneurship skills:	Broad Learning Outcomes	Responsibility
Details	Professional Knowledge and understanding and application of such knowledge	Professional and Technical Skills required and their application to perform and accomplish tasks	Generic Employment Readiness & Entrepreneurship Skills and Mindset (Communication, Digital, Financial and Legal Literacy, Entrepreneurship, inclusion and Diversity, Literacy and Numeracy, other Soft/ Life Skills)	Generic Learning Outcomes (Performance Criteria and Process Orientation/ Required)	Responsibility Level of the Job
Level 1 **Brief Outline/ Description**	• **Elementary Knowledge** • **Elementary knowledge in work demonstrable by recognition or recall for understanding the context of work**	• **Role confined Skills** • **Narrow range of basic skills while carrying out directed activities and processes that are repetitive & predictable in nature requiring no previous practice**	• **Basic employment readiness** • **Very narrow/ basic Employability Skills, including communication skills & basic understanding of Financial and Digital literacy, digital payments and Aadhaar**	• **Routine/Repetitive Tasks** • **Perform Routine & Repetitive tasks under full instructions and close supervision**	• **Helper** s as helper/ Ground level worker, always works under continuous instruction and close supervision.
Level 1	• Elementary knowledge in the area of work demonstrable by recognition or recall • Becomes familiar with narrow and defined range of common trade terminology & instructional words	• Narrow range of basic skills • Has very basic practical skills. Able to understand and perform instruction based tasks and Carries out directed activities and	• Very narrow/ basic Employability Skills, including communication skills in native Indian language, • May have basic reading and writing skills; basic arithmetic skills	• Perform a well-defined task that is routine & repetitive. • Acts in a limited pre-defined basic role of a helper/ assistant • Task is performed under full instructions and close supervision	as first level helper/ Ground level worker No direct responsibility; OR responsibility limited to the assigned task

	meaning and understanding • Able to use individual knowledge for understanding the context of work and some quality parameters	processes repetitive & predictable in nature requiring no previous practice. • Carries out directed activity using basic tools.	• Has basic understanding of Financial and Digital literacy, digital payments.and Aadhaar	• Focus on practice of repetitive work • Familiarity with basic safety and general hygiene norms.	• Always works under continuous instruction and close supervision. •
Level 2 **Brief Outline/ Description**	• **Fundamental knowledge** • **Basic working/ operational knowledge in the area of work with understanding of basic materials, tools, applications in a limited context.**	• **Limited finite skills** • **Performs structured tasks in a limited range of functional roles. Uses known solutions to familiar problems.**	• **Employment readiness** • **Receive and transmit written and oral messages/ communication clearly. Have broader but basic Employability Skills including basic self-employment/ entrepreneurial Mind-set for mini businesses**	• **Carry out the Predefined tasks** • **The candidate may carry out a job requiring limited range of routine and predictable activities. Understands basic safety and quality norms.**	• **Assistant** • **Limited responsibility for delivery and quality of work as an Assistant.**
Level 2	• Basic working/ operational knowledge in the area of work. • Understands basic materials, tools, applications in a limited context. • For self-help group member/ micro-entrepreneur basic working knowledge of business activity, raw material, finished product/ service and local market. • Able to understand and perform repetitive tasks under instructions and supervision. • Understand the basic quality, safety and	• Limited related skills in predefined context. • Performs structured tasks in a limited range of functional roles. • Uses known solutions to familiar problems. • Skill to identify and use relevant tools and materials in a limited context of work and quality. • For self-help group members, micro-entrepreneurs working skills for making or manufacturing (handicraft, traditional items, etc) service & marketing etc.	• Ability to read and write and do simple computational math – numeracy and literacy. • Receive and transmit written and oral messages/ communication clearly. • Works within a team as assistant • Understanding of safety, hygiene and environment, social, political and religious diversity. • Have broader but basic Employability Skills including basic self-employment/ entrepreneurial Mind-set for mini businesses • Have understanding of use of Financial and Digital literacy, Aadhar and Mobile, digital payments etc.	• The candidate may carry out a job requiring **limited range** of routine and predictable activities. • Tasks are mostly performed under instructions and supervision • Focus on practice of skill and work, both predefined and new. • For self-help group members, micro-entrepreneurs (JSS) end to end clear understanding of process and delivery. • Understands basic safety and general hygiene norms.	• Works mostly under instruction and supervision. • Limited responsibility for delivery and quality of work. • For self-help group members, micro-entrepreneurs (JSS) end to end responsibility of production and marketing in local markets.

	general hygiene norms. Familiarity with environmental aspects.				
Level 2.5 to 3 **Brief Outline/ Description**	• **Range of knowledge** • **Knowledge involving a defined range of standard procedures, uses limited discretion and judgement over a range of known responses to familiar problems.**	• **Range of technical skills** • **Required skills for Identification of the problem and issues within the range of familiar contexts**	• **Team readiness & Enterpreurial readiness** • **Team worker, with broad employability skills who displays of motivation and positive attitude for work.**	• **Carry out Range of tasks and may provide range of solutions** • **The candidate carries out a job in familiar, predictable, routine, situation of clear choice, can focus on range of application of standard procedures or operations in production/ services. Must be able to identify/ anticipate the problems and possible range of solutions**	• **Accountable/ responsible - Jr. Technician & Technician** • **Takes responsibility for delivery and quality of own work and tangible output. Can assist in the planning of the routine and predictable tasks within a specific field.**
Level 2.5 to 3 **ITI after 8th**	• Possesses knowledge involving a defined range of standard procedures employed in routine contexts. • Understands the basic concept of timely delivery and Quality. • Can interpret the available information & communicate the same. • Basic knowledge of collecting and organizing information for problem identification and solution. • Understands the basic financial and • Uses limited discretion and judgement over a range of known responses to familiar problems.	• A range of skills and technical capabilities of carrying out a choice of processes and procedures within the range of familiar contexts. • The ability to gain, and where relevant apply a range of knowledge, skills and understanding. • Has the required skills for Identification of the problem and issues within the range of familiar contexts and generate possible solution. • Skills to identify the relevant tools and materials in given context.	• Working as a member of a team/ within a team. Display Personal Motivation. Positive Attitude & Passion for Work • Good skills in written and oral communication with some clarity, basic knowledge of Language to support such communication. • Intermediate literacy and Numeracy skills • Skills for workshop calculations and basic of arithmetic and algebraic principles. • Have broader Employability Skills including self-employment and mini-entrepreneurship skills creating job for more than 1 person. • Can use digital tools, has basic Financial and Digital	• The candidate must be able to carry out job/ work/ tasks/ /small project/assignments in a familiar, predictable, routine, situation of clear choice. • Focus on range of application of standard procedures or operations in production/ services. • Able to identify/ anticipate the problems and possible range of solutions in production/ services • Tasks are mostly performed by own and require little instructions and supervision. • Understands all safety & general hygiene norms and environmental aspects, together with Risks. • For self-help group members, mini-entrepreneurs end to	• Takes responsibility for delivery and quality of own work and tangible output. • At Level 2.5 the candidate is a Junior Technician. • At level 3.0 the candidate works as a skilled worker/ technician. • Take work from the helpers or assistants and collaboratively work with junior technician. • Able to assist in the planning of the routine and predictable tasks within a specific field.

			literacy, Aadhar and Mobile, digital payments etc with some proficiency. • Basic understanding of social political natural and work environment. • Basic understanding of Constitutional values & Citizenship, inclusion and Diversity	end clear understanding of production process, quality parameters, delivery and local marketing.	
• Possesses operational knowledge and understanding of the work/ job. • Skill to deliver job/work with reasonable precision. •					
Level 3.5 to 4 **Brief Outline/ Description**	**• Specialized knowledge** **• Specialized knowledge OR/AND Proficient with diverse procedural knowledge, operational understanding, time and quality management, data interpretation, and financial feasibility analysis.**	**• Specialized skills** **• Professionally skilled with advanced knowledge, capable of successfully implementing techniques and delivering work with precision.**	**• Team readiness, self-entrepreneurship readiness** **• Highly skilled and versatile professional with proficiency in employability skills including communication, leadership, entrepreneurship, and digital and financial literacy.**	**• Specialized/ complex jobs/tasks** **• Versatile candidate adept at executing specialized tasks with minimal supervision, applying technical skills and problem-solving with clarity.**	**• Self and team responsibility – Sr. Technician or Master Technician** **• Individually accountable, collectively responsible; Capable and confident in non-standard and non-routine tasks**
Level 3.5 to 4 **ITI after 10th**	• Possesses specialized knowledge of procedures employed in both routine and non-routine contexts. • Possesses specialized operational knowledge and understanding of the work. • Has complete knowledge of concept of time required for delivery; and Quality for a range of issues. • Has knowledge of collecting and interpreting the available information, drawing conclusions &	• Possesses specialized professional and technical skills; displays clarity of professional knowledge and technical skills in broad range of activities/ tasks. • Can apply the required knowledge for successfully implementing or applying techniques/ processes in a specific field/ job role • The ability to gain, and where relevant apply a range of knowledge,	• Have much broader Employability Skills including understanding of career planning, digital skills, financial and legal literacy. • Good Communication skills, both oral and written. • Initiative and Leadership Abilities • Advanced literacy and Numeracy skills • Has good skills for self-employment and entrepreneurship skills/ entrepreneurial Mind-set which may potentially create job for more persons (say 3 to 5)	• The candidate must be able to carry out a specialized job/ work/ tasks in a familiar/ un-familiar, predictable/ un-predictable, routine/ non-routine, situation of multiple options/ choices. • Focus on range of application of standard and non-standard procedures and somewhat complex operations in production/ services. • Able to identify the problems and a wider possible range of solutions with pros and cons in production/ services • Complex tasks are performed by himself without much instructions and supervision.	• At Level 3.5 the candidate is a senior skilled technician • Takes complete responsibility for delivery and quality of own work and output as also the subordinates. • Shares responsibility for the group tasks. • At level 4 the candidate is a highly skilled master technician • Can perform all non-standard procedures and non-routine tasks with confidence.

	communicating the same.. • Understands the financial and feasibility aspect of various work/ solutions options	skills and understanding • Can clearly identify the relevant tools; and has advanced knowledge of materials in most routine/ non-routine contexts. • Possesses the required operational skills for the work/ job. Skill to deliver job/ work with the required precision and in the estimated timelines. • Capabilities of carrying out a choice of processes and procedures within the range of familiar / unfamiliar contexts.	• Skills for accurate workshop/ mathematical calculation and estimations, and understanding of arithmetic and algebraic principles. • Can comfortably use most of the basic digital tools, has clear understanding of Financial and Digital literacy, Aadhaar and Mobile, uses digital payments etc. with proficiency • Good understanding of Constitutional values & Citizenship, inclusion and Diversity. • Very Good understanding of social political and work environment	• Apply related occupational safety & general hygiene norms and environmental aspects. • For mini-entrepreneurs end to end clear understanding of development, production, quality parameters, and delivery and marketing processes. • Applies range of well - developed technical skills with clarity of activities involving clear choices within familiar contexts • Has knowledge and is able to continuously improve processes which the individual uses for concerned job roles • Has information of associated Risks with related job roles • Uses discretion and judgement over a range of known responses to familiar problems.	
4.5 to 5 **Brief Outline/ Description**	• **Multidisciplinary and specialized knowledge** • **Possesses broad and deep knowledge and skills to solve problems in specialized fields.**	• **Range of skills along with specialized domain skills** • **Excellent cognitive skills and technical prowess utilized to perform complex tasks with ease, project management expertise, and adept at data analysis for informed decision-making.**	• **Entrepreneurial mindset, self-management** • **A versatile professional with excellent communication, digital and financial literacy, ethical values, self-management and may have entrepreneurial mindset.**	• **Judgement / decision making – specialized** • **A skilled professional with technical expertise, adept at solving complex problems and improving output.**	• **Team leader – Junior technical supervisor,** Technical supervisor or junior/ deputy manager. • **Highly skilled Technical Supervisor responsible for achieving tangible outcomes, managing change, building teams, and mentoring the workforce.**

Level 4.5 to 5 Dip/ UG	• Possesses knowledge in multidisciplinary contexts, broadly, within the chosen fields of technology/ skills/ job role. • Deeper knowledge and understanding of specialized field of technology / skills/ job role and its underlying principles • Acquired specialized knowledge and a range of cognitive and practical skills to accomplish tasks like basic design, prototyping, testing so as to solve a problem by selecting appropriate information, methods, tools, and materials.	• Demonstrates cognitive specialised professional and technical skills required for- performing and accomplishing difficult tasks relating to the chosen field/s of technology / skills/ job role; successfully applying techniques in routine or non-routine • Possesses a range of professional and technical skills, displays clarity of knowledge and practice in broad range of activities/ tasks. • Project Management Skills • Skill to clearly identify the relevant tools or sometimes improvise the available tools and techniques; and has advance knowledge of materials in difficult situations and different contexts. • Very good in data collecting organizing information, analysis and communication of results for informed decision making.	• Possesses excellent oral and written communication and collaboration skills for clearly taking the vision of the leaders to the shop floor level workforce. • Possesses very good Digital, Financial and Legal Literacy to use them effectively • Has a good understanding the constitutional, humanistic, ethical, and moral values. • Organisation and Time Management • Very good in complex calculations, and mathematical and financial analysis skills for applied solutions. • Has well informed practical understanding of the social, political and work environment. • Exercise self- management within the work contexts. • Emotional Intelligence • May have an entrepreneurial Mind-set for creating a start-up/ small businesses and its end to end management.	• Demonstrates a wide range of specialized professional and technical skill in broad range of activity involving standard and non-standard practices. • Apply the acquired specialized knowledge and a range of cognitive and practical skills to accomplish tasks like basic design, prototyping, testing so as to solve problems by selecting appropriate information, methods, tools, and materials. • Communication and collaboration skills to act as a layer between the senior management and workforce/ shopfloor. • Should be able to listen and understand properly and present complex information in a clear and concise manner • make judgement and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, • Takes responsibility for the nature and quality of outputs. • Is able to work on processes to improve the quality of outputs • Can analyze and synthesize ideas • Uses discretion and judgement over a range of known and innovative	• Is accountable for determining and achieving personal and /or group tangible outcomes • Handles/ / adapts/ accommodates change requirements and change management at the ground/ shop floor level. • Team Building • Manages processes and procedures within broad parameters for defined activities. • Supervises the routine work of others, takes the required responsibility for the evaluation and improvement of work or study activities. • At level 4.5 the candidate is Highly skilled and works as a Junior Technical Supervisor. • Constantly motivates, guides, mentors and trainsthe workforce. • At level 5.0 the candidate is a Technical supervisor or junior/ deputy manager. • Is responsible for managing an independent work unit/ shop floor/ section/ business activity/ assignment

				responses to familiar and un-familiar problems and issues.	
5.5 to 6 **Brief Outline Description**	• **Advanced multidisciplinary and specialized knowledge** • **Proficient in interdisciplinary knowledge including tech with specialized expertise in related fields; knowledgeable in emerging trends, change management, and problem-solving.**	• **Advanced Technical and Managerial Skills** • **Proficiently skilled in advanced cognitive abilities, project management, techno-commercial aspects, and future adaptability, with social intelligence.**	• **Leadership, effective resource management** • **Dynamic leader with exceptional organizational, communication and mentoring skills, capable of driving innovation for optimal group performance.**	• **Judgement in complex problems** • **Applies advanced technical skills, monitors critical parameters, evaluates and improves processes, and solves complex problems with evidence-based judgement in complex problems.**	• **Vertical/ Business unit management –Manager or Senior Manager** • **Accountable leader effectively manages independent units/projects, delegates, supervises and drives change with full responsibility & team building.**
Level 5.5 to 6 **UG/ PG**	• Advanced knowledge about a multi-disciplinary/ interdisciplinary/ cross-disciplinary field of technology/ skills/ job role, with specialized in depth knowledge in one or more related fields. • Has awareness and knowledge of the emerging and futuristic developments and issues in the chosen fields of technology/ skills/ job role. • Has advanced understanding and Knowledge about the Change management processes and systems. • Acquired advanced]knowledge and skills on a wide range of sources for identifying problems and issues relating to the	• Possesses a range of advanced cognitive, professional and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of technology/ skills/ job role. • Wide range of cognitive and practical skills required to create innovative and feasible solutions to complex problems and situations in uncertain environment. • Project Management Skills • Understanding and application of techno-Commercial aspect of technology/associated skills or job role.	• Excellent leadership, Communication, collaboration and organizational skills • Possesses Administrative outlook and leadership traits for managing technical workforce. • Effective mentoring, people management, listening, delegation skills • Organisation and Time Management • Creative thinking and Innovation • Good logical and mathematical analysis/ simulation modelling skills • Complete understanding of social, political, natural and work environment. • Organizing, analyzing, interpreting and acting on the information and effectively communicating and presenting/ using its outcome for decision making.	• Applies advance theoretical knowledge and specialized professional and technical skills involving complex variable environment and contexts • Effective understanding, monitoring and supervision of critical parameters and KPIs or others, • Evaluation and improvement of processes, procedures and work or study activities • , • Examine and assess the implications and consequences of emerging developments and critical issues. • Make judgement in a range of situations by critically reviewing and consolidating evidences & risks • Constantly and regularly pursue self-paced and self-directed learning to upgrade	• At level 5.5 the candidate is a Manager/ Technical Manager/ product Manager or equivalent. • At level 6.0 the candidate is a Senior Manager/ Senior Technical Manager/ Sr. Product Manager or equivalent. • Is responsible for managing a bigger independent unit/ business activity/ project • Responsible for managing activities like planning, resourcing, processes, people, within broad parameters and with complete accountability for determining, achieving and evaluating personal and group outcomes. • Effective delegation & monitoring

	chosen fields of learning, and future improvements	• Skills to adapt to the future of work and to the demands of the fast pace of innovations and technological developments. • Social Intelligence	• A keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, • Managing complex technical or professional activities or projects, requiring effective, envisioning, planning & full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team • Apply leadership skills to manage people and resources for achieving organizational objectives and outcomes. Emotional Intelligence	knowledge and skills that will help accomplish complex tasks or pursue education & research. • Can identifying problems and issues relating to the chosen fields of learning, and ways of future improvements • Exercises judgement based on evaluation of evidence from a range of sources to arrive at a solutions to complex real-life problems in chosen fields of technology/ skills/ job role.	• Exercise full management and supervision of unpredictable work; • Responsible for the work of others. • Change agent • Team Building • The exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member/ leader
Level 6.5 to 7 **Brief Outline/ Description**	**Advanced knowledge with critical understanding of emerging developments** • **A capable expert with extensive knowledge, critical thinking, and application of technology to specialized fields while pursuing continuous self-development.**	**Highly specialized skills , transdisciplinary skills, leadership skills** • **Highly skilled and innovative professional with expertise in complex problem-solving, change management, leadership, and project management.**	**Cross cultural competency , transformational leadership** • **Highly skilled professional with cross-cultural competency, strategic ideation, time management, and leadership abilities for excellence**	**Apply acquired advanced technical skills, technical appraisal and reviews** • **Proficiently analyzes and creatively resolves practical problems, utilizing statistical tools while showing leadership and technical mastery in decision-making for achieving goals.**	**Business Management (like CEO / CXO ,etc.)** • **Visionary leader accountable for organizational growth, complex problem-solving, staff development, and data-driven decisions.**
Level 6.5 to 7	• Possesses advanced knowledge including processes, methods, and techniques about a specialized field. • Has a critical understanding of the emerging developments	• Has highly specialized professional and technical skills required for performing and accomplishing the complex tasks in the given discipline/ area of specialization.	• Highest levels of soft-skills and competencies including Social intelligence, Cognitive load management, , Cross-cultural competency.. • Specialized higher order skills including creative and persuasive communication,	• Demonstrates comprehensive, cognitive, theoretical knowledge and practical skills to develop creative and viable solutions to practical problems. • Exhibits ability to use appropriate statistical and other analytical tools and	• At level 6.5 the candidate is a Director/ CXO/ Dy CEO or equivalent. • At level 7 the candidate is a Director/ CEO or equivalent Responsible for vision and strategic

relating to one or more fields of learning • Understands technological advancements and usage and applies it in one or more specific fields • Knowledge required for performing complex,specialized tasks including those relating to teaching, and research and development. • Undertakes self-studyfor advancement in skills; demonstrates intellectual independence, analytical rigour and good communication.	• Has the cognitive and technical skills required for generating original ideas, conceptualizing, designing, and implementing innovative solutions. • Has skills to lead the change management process • Project Management Skills • Has skills required for transdisciplinary application of skills to innovatively solve a problem. • Leadership and effective decision-making skills. • Is able to develop innovative evidence-based practical solutions to complex and unpredictable situations and problems. • Social Intelligence	critical thinking and problem solving skills. • Emotional Intelligence, analytical rigor, good communication and innovation skills; Strategic and forward-looking ideation capabilities • Organisation and Time Management • Creative thinking and Innovation • Adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in skill needs relating to work and professional practices. • Exercising given authority, innovation, autonomy, professional integrity, and sustained commitment to the development of new ideas, business models, and processes including research and development.at the forefront of work or study contexts. • Understands and appreciates full constitutional, humanistic, ethical, and moral values in workplace/ personal life, global and local citizenship, Leadership skills to motivate people for achieving, personal and organizational goals for growth. • Pursuit of excellence	techniques for analysis of data collected. • Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation (where applicable). • Skills to evaluate the evidence; identify logical flaws and risks in the arguments of others; analyze and synthesize data from a variety of sources; draw conclusions and support them with evidence and examples, while addressing/ accommodating opposing viewpoints;make judgements and take appropriate decisions • Processes information for decision making and planning • Undertakes technical appraisal and reviews and takes corrective actions. • Applies the acquired advanced technical knowledge of a specialized field to solve a problem. • Applies knowledge and leadership skills to manage people and resources for achieving organizational goals.	thinking in a given field/ environment/ market. • Responsible for development of self and other staff members • Responsible for organisational growth and development • Responsible for decision making in complex technical activities/ tasks involving unpredictable work/study situations, generate original responses to complicated and unpredictable problems and situations. • Exercising personal responsibility for output of own work as well as for group/team outputs • Data based decision making in complex situations/ work environment. • Appraisal and review of the financial and HR resources • Crisis Manager • Takes decisions across functions requiring the exercise of responsibility to find solutions to specific problems work/ vocation, or professional practice.

Level 8 Brief Outline/ Description	• **Mastery of knowledge / Innovation driven/ Comprehensive knowledge** • Mastery of knowledge, critical innovation, and specialized problem-solving skills to generate evidence-based solutions for complex problems.	• **Most advanced Technical and Managerial skills** • Highly specialized professional with superior project management, cognitive, technical, transdisciplinary, and leadership skills. Redefining practices with a cross-cultural mindset.	• **Significant authority , transformational leadership , Social intelligence** • Possess highly specialized, creative, and transformative skills with values for global citizenship and excellence.	• **Lead large transformational projects** • High-performing leader with adaptive thinking, analytical skills, and innovative mindset to drive large-scale transformation and manage resources effectively.	• **(Business Vision Chairperson/ Board Member / CMD)** • Strategic thinker and innovator, accountable for organizational growth and development, making data-driven decisions
8 **Highest level skills**	• Mastery alongwith critical & innovative understanding of the subject/ disciplines; • Possesses highly specialized knowledge for problem-solving to provide original contribution to the knowledge creation through research, and development in the given area. • Has comprehensive and in-depth expertise over the chosen disciplines/ fields of knowledge, research, analytical and /or creative requirements. • Present the professional knowledge & information pertaining to the results/ findings of research studies undertaken in a well- structured and logical manner.	• Has most advanced and highly specialized professional and, technical skills required for performing and accomplishing unpredictable and complex tasks in the given discipline/ area of specialization. Highest Project Management Skills • Has the cognitive and technical skills required for generating original ideas, conceptualizing, designing, and implementing innovative solutions, with or without application of fundamental and/or applied research in the chosen field (s). • Specialised skills required for	• Highest levels of soft-skills and competencies including Social intelligence, Cognitive load management, Virtual Collaboration, Cross-cultural competency, etc. • Highly specialized higher order skills including creative and persuasive communication, critical thinking, and problem-solving skills. Emotional Intelligence. • Creative thinking and Innovation • Adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive shift in skill needs relating to work and professional practices, • Exercising substantial authority, autonomy, professional integrity, and sustained commitment to the development of new ideas,	• **Highest levels of professional competencies for leadership roles** in professional skills and working including novel and adaptive & innovative thinking, Trans-disciplinarily, Design mind-set, quality concepts Computational thinking, new media Literacy, sustainability etc. • To be able to make judgements and take decisions on the problems, including real-life problems, based on the analysis and evaluation of info and empirical evidence. • Master Integrator and Disruptive thinker • Higher order skills to evaluate the reliability and relevance of evidence; identify flaws in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and	• At Level 8 a candidate is a Board Member/ CMD or Chairperson • Responsible for overall strategizing/ strategic thinking and envisioning in a given field/ environment/ market. • Trusted Innovator and Thought Leader • Exercising full personal responsibility for all outputs/ outcomes of own work and outputs/ outcomes of other including various departments, (Managerial Ratios & Roles) group efforts etc • Responsible for horizontal and vertical/ horizontal/ multi-dimensional growth of the organization and

	• Is a keen learner and applies the acquired highly specialized knowledge to generate evidence-based solutions to complex problems and unpredictable situations •	transdisciplinary application of skills to innovatively solve a problem. • Transformational leadership skills to motivate and mentor people for achieving organizational goals for effective growth. • Design mindset, redefine existing knowledge or professional practice • Cross-cultural competency	business models, and processes including research and development.at the forefront of work or study contexts. • Understands and Appreciates full constitutional, humanistic, ethical, and moral values in workplace/ personal life, global and local citizenship, Work for environment preservation and global good of society. • Applies transformational leadership skills to motivate and mentor people for achieving organizational goals for effective growth. Pursuit of excellence	examples and addressing opposing viewpoints. • Applies knowledge and leadership skills to manage people and resources for achieving organizational goals and strategizing for effective growth. • Is able to lead large transformation projects	development of self and people of the organization. • Data based decision making in unpredictable complex situations/ work environment of work/study. • Overall appraisal and review alignwith improvement of the financial and HR resources & processes • Makes significant judgement and take decisions across broad range of functions

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

Basic Principles to be followed for Standardization of NSQF Norms

i. 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.

ii. In case of Long-Term Training (LTT):

a) The NTC stands for National Trade Certificate and is a one or two- year duration certificate program. This certificate program is offered by Directorate General of Training (DGT) and is offered after Grade 8th, Grade 10th and after Grade 12th.   NTC is offered to students who pass the All-India Trade Test (AITT) for Craftsman Training Scheme (CTS).

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

c) The Craftsman Instructor Training Scheme (CITS) is a program offered by DGT for the instructor trainees. The duration of CITS program is 1 year and the eligibility for CITS is having NTC/ NAC/Diploma/Degree qualifications.

A. Basic Principles for Entry Requirements:

iii. National Trade Certificate (NTC) under Craftsmen Training Scheme (CTS), National Apprenticeship Certificate (NAC) and Crafts Instructor Training Scheme (CITS) i.e. NTC/NAC/CITS, in Industrial Training Institutes (ITIs), are long term training programs and may range from one to three years. Accordingly, wherever NTC/NAC/CITS or its combination is mentioned, this would also include the equivalent Government approved VET & Skill programs of similar NSQF/ NCrF levels and duration.

iv. To undertake a STT program at a particular NSQF/ NCrF level the candidate should have already, at the minimum, completed the corresponding years of learning of education / VET & skilling.

For example, to undertake a STT program of level 3.5, the minimum years of learning should be 11 years including academic education or vocational education & Skilling plus the experiential learning, if any.

v. The principle at Point (iv) above is not applicable to those students/ learners progressing directly from one NSQF level to the next NSQF level and also in case of NSQF level 1 and NSQF level 2. Thus, the principle at Point (iv) is not applicable for learners who are purely into skill ecosystem & do not want any academic equivalence or mobility onto the academic axis. They may progress vertically only on the skilling axis based on the number of years spent in the previous NSQF level and/or Recognition of Prior

Learning (RPL) subject to assessment without any restrictions on academic entry qualification. However, this will not award/ result into any academic equivalence for such VET & Skilling. This aspect would be further detailed out in RPL Guidelines which provide that in very special cases (say Padma Award winners, Olympic Medallist) the level descriptors may also not apply as it is, and would be applied in the modified form.

vi. The requirements/criteria mentioned are the minimum requirements to be adhered to for entry into VET & Skilling at a particular NSQF/ NCrF level. These requirements may be enhanced upwards as per the requirements of a job role and/or sector.

vii. As a principle, wrt entry for a Qualification based on the 'previous NSQF level' attained, the minimum experience required for every upward movement of 0.5 NSQF/ NCrF level will be 1.5 years as applicable from level 3 to level 7.

viii. While various combinations of entry criteria have been given for entry into every NSQF/ NCrF level Qualification/ course, other combinations of government approved programs of the same NSQF/ NCrF levels may be added, following the principle of equivalent number of years of academic/ VET & skill learning. This principle is not applicable to those progressing directly from one NSQF level to the next NSQF level and also in case of NSQF level 1 and NSQF level 2 Qualifications for which specific periods have been defined.

ix. The Table below addresses the minimum entry requirements for undertaking an NSQF aligned and approved Qualification/ Course/ program pegged at a particular NSQF/ NCrF level. A candidate can progress in the Vocational Education and Training/ skilling domain and attain the highest levels through the criteria of 'previous NSQF level' . However, if such a candidate desires academic equivalence or horizontal/ vertical mobility into the academic stream, the candidate will need to fulfil the minimum educational requirements or combination of VET/ academic/ experiential learning etc as defined for entry into each NSQF/ NCrF level, given in the Table.

x. For Recognition of Prior Learning (RPL) purely in VET & skilling no formal entry qualifications may be prescribed subject to the condition that the RPL assessment shall be conducted as per the detailed guidelines of NCVET. However, the principle as outlined in point (ix) above shall apply.

B. Basic Principles for defining notional hours.

xi.   The notional hours mentioned are the minimum range of hours for a particular NSQF/ NCrF level which may be enhanced, if so desired, depending on the type of job role/ qualifications. These notional hours must mandatorily comprise of theory, practical and the Employability Module. The OJT component is desirable may be included in the qualifications, however, the notional hours prescribed for the same may be dependent on job role and sector.

xii. As per NCrF the notional learning hours may include class room learning/ teaching, practical and laboratory/ innovation labs, class projects, assignments, tutorials; sports and games, yoga, performing arts, social work, NCC; examinations, class tests, quizzes, assessments; minor or major project work, field visits in skill education; internship, apprenticeship, on the job training (OJT); and experiential learning including relevant proficiency and professional levels acquired etc.

xiii. The NOS related to Employability Skills (ES)is mandatory for every qualification and shall be counted in the notional hours. Employability skills (ES) module for STT and LTT is mentioned separately. In case of LTT, the ES modules for a 1 year program shall be 120 Hours. In case of LTT programs of duration of 2 years, the total notional hours for ES would be 180 hours (with minimum of 90 hours in 1st year) while for a 3 year LTT program the total notional hours for ES would be 240 hours (with minimum of 90 hours in the 1st year).

    C. Basic Principles for Assignment of Credits xiv. For ease of Qualification design and assignment of credits, the Qualifications and NOS will be in multiples of 30, say 60, 90, 120 or 150 hours; while Micro Credentials could be of 7.5, 15, 22.5 or 30 hours duration.

xv. For the vocational education and training/ skilling ecosystem, with respect to credit assignment, the following shall be applicable:

   a) Total notional learning hours in a year long program (for purpose of calculating credits): 1200

   b) Credits to be allocated in a year with 1200 notional learning hours: 40 (however for each year of learning the number of hours may go up and correspondingly the number of credits will also go up to 44)

   c) Therefore, for the purpose of overall credit calculations number of notional hours leading to one credit unit= 1200/ 40 = 30

   d) The credit assignment for vocational/ skill education as per NSQF levels & credit assignment at different levels is as prescribed in the NCrF. D. The other principles provide that:

xvi. Relevant Experience may include On the Job training (OJT), Internship and Apprenticeship training. However, the OJT undertaken as part of qualification and redeemed into credits shall not be considered again as part of relevant work experience.

xvii. For establishment of Relevant Experience & OJT till NCrF/ NSQF level 2.5 the concerned AB/ Regulatory Body may, in the absence of a formal experience certificate, prescribe process (like preadmission test etc.) to assess the relevant experience based on the learning outcomes. In such cases, formal experience & OJT certificate may not be insisted upon in case the predefined process of assessing the learning outcomes has been followed for selection of candidates.

xviii. However, for all NCrF/NSQF levels beyond 2.5 proper certificates establishing relevant experience & OJT shall be required in addition to the assessment.

xix. The additional credits may be awarded for additional hours of learning through project work and NIOS.

xx. Credits in case of STT programs shall be calculated based on number of notional hours on the principle of 40 credits against 1200 learning hours.

xxi. Provision of Recognition of Prior learning with or without up-skilling and subject to outcome based assessment and certification shall also be used for assignment of NSQF/ NCrF credit levels to the trained workforce with Experiential learning including relevant experience and professional levels acquired. The assignment of credits for such experiential learning will be as per the guidelines of NCVET.

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

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

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

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

Level	Qualification	Experience	Notional Hours	Hours	Qualification	Hours	Hours
Level 5	• Completed 2nd year of 3-year/ 4-years UG • Pursuing 2nd year of 3-year/ 4-years UG and continuing education • Completed 2nd year of diploma (after 12th) • Pursuing 2nd year of 2-year diploma after 12th	No Experience required	480 to 570 Notional Hours of Training OR For UG Students - 510 Hours of Internship + project work with Assessment	60 hours	Completed 3 year diploma after 10th Grade	1200 hours	120 hours
					Completed 1st year UG or equivalent	1200 hours	120 hours
	☐ 12th pass with 2 year of any combination of NTC/NAC/CITS or equivalent.	No Experience required					
	• Completed 3-year diploma after 10th • 12th Grade pass with 1-year of NTC/NAC • Completed 1st year of 3-year/ 4-years UG	1 year relevant experience			12th Grade pass or equivalent course	2400 hours	180 hours (Min 90 hours module in 1st year)
	☐ 12th Grade pass	2 year relevant experience					
	☐ 10th Grade pass	4 year relevant experience					
	☐ Previous relevant Qualification of NSQF Level 4.5	1.5 year relevant experience			10 Grade pass plus 2 year NTC plus 1year relevant experience (only for CITS) OR 10th grade pass plus 1 year NTC plus 2 year relevant experience (only for CITS)	1200	120 Hours
	☐ Previous relevant Qualification of NSQF Level 4	3 year relevant experience					
Level 5.5 UG Degree	• Completed 3rd year of 3-year/ 4-years UG • Pursuing 3rd year of 3-year/ 4-years UG and continuing education • Completed 12th grade with 1-years of NTC plus 1-year NAC plus 1-year CITS	No Experience required	540 to 600 Notional Hours of Training OR For UG Students - 550 Hours of Internship + project work with	60 hours/ 90 hours	Completed UG 1st year or equivalent	2400 hours	180 hours (Min 90 hours module in 1st year)
	• 12th Grade Pass with 2 years of any combination of NTC/NAC/CITS or equivalent • Completed 2nd year diploma after 12 • Completed 2nd year of 3-year UG	1 year relevant experience			Completed UG 2nd year or equivalent	1200 hours	120 hours
	• 12th Grade pass with 1-year NTC/ NAC • Completed 3-year diploma (after 10th)	2 year relevant experience					

Level	Criteria	Experience	Notional Hours	Hours		Qualification	Hours	Hours
	☐ Completed 3-year diploma after 10th	2 year relevant experience	Assessment					
	☐ 12th Grade pass	3 year relevant experience						
	☐ Previous relevant Qualification of NSQF Level 5	1.5 year relevant experience						
	☐ Previous relevant Qualification of NSQF Level 4.5	3 years relevant experience						
Level 6	• Pursuing first year of 2-year PG program after completing 3-year UG degree • Pursuing 1-year PG diploma after 3-year UG degree • Completed 4th year UG (in case of 4-year UG) • Pursuing 4th year UG (in case of 4-year UG) and continuing education	No Experience Required	570 to 660 Notional Hours of Training OR For UG/ PG Diploma Students - 600 Hours of Internship + project work with Assessment	90 hours		Completed UG degree (3 year) OR Equivalent	1200 hours	120 hours
	☐ Completed 3-Year UG Degree	1 year relevant experience						
	• 12th Grade Pass with 2 years of any combination of NTC/NAC/CITS • Completed 2 year of diploma after 12th	2 year relevant experience						
	☐ Completed 1st year of 2 year diploma after 12th Grade	3 year relevant experience						
	☐ 12th Grade pass	4 years of relevant experience						
	☐ Previous relevant Qualification of NSQF Level 5.5	1.5 years relevant experience						
	☐ Previous relevant Qualification of NSQF Level 5	3 years relevant experience						
Level 6.5	• Pursuing PhD (after 4-year UG honours with research) • Pursuing 2nd year of 2-year PG (after 3 year UG Degree) • Pursuing 1st year of 2-year PG (after 4 year UG Degree) • Completed 2-year PG degree (after 4 year UG)	No Experience Required	630 to 690 Notional Hours of Training OR For PG Students - 660 Hours of Internship + project work with Assessment	90 hours		Completed 4 year UG degree OR Completed PG Diploma after 3 year degree OR completed 1st year of 2 year PG program	1200 hour	120 hours
	• Completed 4-year UG program • Completed 1st year of 2-year PG after 3-year UG degree	1 year relevant experience						
	☐ Completed 3-years UG	2 year relevant experience						
	☐ Completed 2-year Diploma after 12th Grade (in any field)	3 years of relevant experience						
	☐ 12 Grade Pass with 2 years of any combination of NTC/NAC/CITS	3 years relevant experience						

	☐ Previous relevant Qualification of NSQF Level 6	1.5 years relevant experience						
	☐ Previous relevant Qualification of NSQF Level 5.5	3 years relevant experience						
Level 7 PG Engg	☐ Pursuing PhD	No Experience Required	660 to 750 Notional Hours of Training OR For PG Students - 720 Hours of Internship + project work with Assessment	120 hours				
	☐ Pursuing 2nd year of 2-year PG after 4 year UG program	No Experience Required						
	☐ Completed 2-year PG degree after 3-year UG	1 year relevant experience						
	☐ Completed 4-year UG degree	2 year relevant experience						
	☐ Completed 3-year UG degree	3 year relevant experience						
	☐ Previous relevant Qualification of NSQF Level 6.5	1.5 years relevant experience						
	☐ Previous relevant Qualification of NSQF Level 6	3 years relevant experience						
Level 8 PhD/ More than 19 years	☐ PhD in the relevant field	No Experience Required	750 onwards Notional Hours of Training OR urs of Internship & project	120 hours				
	☐ PhD in any field	1 year relevant experience						
	☐ 2-year PG in relevant field	3 year relevant experience						
	☐ 2-year PG in any field	4 year relevant experience						
	☐ 3-year UG in relevant field or 4-years UG	5 year relevant experience						
	☐ 3-year UG in any field	6 year relevant experience						
	☐ Previous relevant Qualification of NSQF Level 6.5	4.5 years relevant experience						
	☐ Previous relevant Qualification of NSQF Level 7	3 years relevant experience						