

New Delhi, dated the 3rd September , 2012

National Vocational Education Qualifications Framework (NVEQF)

1. INTRODUCTION

NVEQF is a descriptive framework that organizes qualifications according to a series of levels of knowledge along with skills. These levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Qualifications are made up of occupational standards for specific areas of learning units. This would provide the stakeholders such as the learners, education and skill training providers and employers to gain information about the broad equivalence of qualifications across specific skill sectors. It is, therefore, a nationally integrated education and competency based skill framework that will provide for multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and/or skill system. The key elements of the NVEQF are to provide

- (a) *national principles* for providing Vocational Education (VE) leading to international equivalency,
- (b) *multiple entry and exit* between VE, general education and job markets,
- (c) *progression* within VE,
- (d) *transfer* between VE and general education, and
- (e) *partnership* with industry/employers

The National Vocational Education Qualifications Framework (NVEQF) would be assimilated into the National Skills Qualification Framework , once that framework is notified for the country .

2. SALIENT COMPONENTS OF THE NVEQF

- i. National Occupation Standards (NOS): The NOS for each job role within the identified skill sectors will be laid down by the Sector Skill Councils (SSCs) . The SSCs will be constituted by the National Skill Development Corporation (NSDC) with representatives from the industry and employers. Till the time SSCs become functional in all the identified sectors for nationally common NOS's , the All India Council for Technical Education (AICTE) and Central Board of Secondary

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Education (CBSE) would develop them in consultation with industry associations, while contextualized state specific requirements could be developed by School Boards/Technical Boards of the State governments in consultation with those specific industry or trade associations.

- ii. Multiple pathways: NVEQF is organized as a series of levels of competency/skills, arranged in ascending order from Recognition of Prior Learning (RPL) 1 and RPL 2 leading into level 1 to 10 as at **Annexure I**. NVEQ levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training. Each level on the NVEQF is described by a statement of learning known as a level descriptor as illustrated at **Annexure II**. The NVEQ level descriptor provides a broad indication of ‘learning outcomes’ specified in the National Occupation Standards (NOS) that are appropriate to a specific qualification at that NVEQ level.
- iii. Recognition of Prior Learning (RPL): Currently, India’s VET system has almost no system where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of the various parts of the country. Institutions with requisite experience will be authorized to conduct assessment through RPL, such as the National Institute of Open Schooling (NIOS) at the lower rung and community colleges/polytechnics at the higher level . Objectives of RPL will be two pronged: (i) recognition of prior learning or qualifications acquired outside the learning path, and (ii) recognition of credits obtained through formal learning. This would lead to career progression and skill upgradation of the learners as well as engagement of the experienced practioners as resource persons.
- iv. Industry Engagement: Participation of the industry and employers will be a critical prerequisite for the success of NVEQF. VE courses would be designed, developed, delivered, assessed and certified in consultation with industry and employers. In addition to this the industry will also provide support in terms of providing Skill Knowledge Providers (SKPs) including through Boards of Apprenticeship Training (BOATs) .
- v. The competency based curriculum package would consist of syllabus, student manual, trainers guide, training manual, teacher qualifications and multimedia packages and e-material. These could be developed for various NVEQ levels by agencies such as National Institute of Technical Teachers Training and Research (NITTTRs) , Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Central Board for Secondary Education (CBSE), State School Boards, State Technical Boards, All India Council for Technical Education (AICTE) and University Grants Commission (UGC) together with the industry through SSCs and employers. NVEQF

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curricula would be modular, allowing for step ups in skill accumulation and facilitating exit and entry . Curricula design would also be aligned to a credit framework so that skill accumulation corresponds to credits earned and competencies achieved.

- vi.** Credit framework: For each job role and each level of learning a credit framework will be developed by the certification awarding bodies in consultation with SSC's to meet the dual objective of achieving skill competencies of that level and the general education learning requirements of equivalent level . This will further facilitate multiple entry and exit at each level (or within a level) with the bundle of credits earned clearly certified by the institution offering courses in vocational education . An indicative mixture of skills and theory at various levels of the NVEQF is at Annexure III .
- vii.** Credit Accumulation and Transfer: Competency based modular curricula would enable multi entry and exit, encouraging performance based learning – with definable competencies. This multi level entry and exit system shall allow the candidate to seek employment after any level and rejoin education as and when feasible to upgrade qualifications / skill competency. Simultaneously, School Boards, Technical Boards and Universities would be encouraged to switch to credit based curriculum for general education also to establish an equivalency between VE and general education and enable this mobility.

The hitherto weak provision of vertical progression in vocational education would be strengthened so that vocational pass outs of Class X – XII, ITIs and polytechnics are able to gain entry into the portals of higher education in the vocational courses including degree level courses namely the Bachelor of Vocational Studies (B.Voc.), notified by the University Grants Commission. At the lower rung, AICTE would provide entry for vocational pass outs of Classes X-XII into appropriate level of Diploma courses so as to minimize 'wastage' , on the line of the existing provisions for ITI passouts .

The NVEQF would also seamlessly cater to entry at appropriate levels for ITI passouts and those with certification of Modular Employability Skills (MES) from institutions under the Ministry of Labour & Employment , as their skill competencies would find equivalence to the NVEQF skill levels , while credits on the theory component would be acquired as needed through bridge courses or additional credit hours .

For enabling flexible skill programmes community colleges/polytechnics could allow learners after assessing their prior learning to acquire credits through modular courses and certification would be done on the basis of cumulative credits earned corresponding to the NVEQF levels .

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Taking into account the competencies required and the credits accumulated, an enabling provision for changing trades (courses), if desired, would also be made available by AICTE and universities keeping in view grouping of skills and based on the skills gained.

Further, the students shall have the option to move from vocational stream to general higher education stream or *vice versa* at various stages, as provided by the school boards , universities and colleges. If there are “competency gaps” identified in a candidate, a “bridge course” based on modular curricula to acquire those competencies will be imparted by the receiving Institution. The illustrative pathways are at **Annexure IV**.

- viii.** Capacity building: Competency standards and design of capacity building programmes for teachers and trainers will be laid down by PSSCIVE for secondary and higher secondary schools and AICTE and UGC for diploma/advanced diploma/degree courses. Retooling programmes will be developed for promotion of vocational pedagogy and blended learning. Pre service, induction and in service teacher training by various institutions like NITTTRs etc. shall be imperative to bridge the current gap between demand and availability of qualified vocational education teachers and keep the vocational teachers abreast with industry requirements. Industry would be an important partner in providing master trainers as well as guest faculty for the sunrise sectors.
- ix.** Sharing of resources already created by different organizations would be encouraged for optimum utilization of the funds and expertise available. The required workshops need not be set up in each school, polytechnic or college for the practical and hands on training. These could be delivered in workshops set up for a cluster of schools, polytechnics, other government institutions and where possible in industry. Industry would be encouraged to partner with educational institutions so that the vocational students can visit and work in their premises to imbibe the requirements and ethos of the work place – the ultimate aim of vocational education and training.
- x.** The theoretical knowledge would be imparted in the educational institutions, whereas the skills would be imparted by the accredited skill knowledge providers (SKP). The identification and registration (accreditation) of the SKPs would be done by different relevant organization like School Boards , AICTE etc . Even though there would be multiple accreditation agencies, the compliance of laid standards and competencies should be ensured by awarding bodies.
- xi.** The competencies acquired at each level would be assessed and certified by the awarding bodies with the involvement of SSCs. Until the SSC’s are in place, industry associations should be associated. The results and credits received therein would be collated by the awarding body with the assessment and certification of the theoretical component of the syllabi assessed in the

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educational institution. The certificate so awarded would hence reflect the competencies and marks received in both theory and skills. The skills being duly assessed by SSCs would also be recognized and accepted by industry and prospective employers.

- xii.** A quality assurance system for competency based education and skill training and assessment will be developed for providing nationally consistent high quality education and skill training.

3. OPERATIONALIZATION OF THE NVEQF

- i.** The NVEQF would be anchored in the Ministry of Human Resource Development for assisting and synergizing efforts of different players in the vocational education sector. The development of various components feeding into the NVEQF at all levels would also be overseen.
- ii.** A Steering Committee will be set up under the chairmanship of Minister for Human Resource Development (**Annexure V**) for *inter alia* laying down broad policy guidelines for the revamped vocational education, reviewing progress of programmes at various NVEQ levels to ensure seamless transitions, cross sectoral works and industry participation.

To support the Steering Committee, a Core Committee headed by Additional Secretary , MHRD (nodal officer for NVEQF) and including Joint Secretaries in charge of Technical Education , UGC , Community Colleges , Vocational Education in schools and Adult Education and representatives of AICTE , UGC , Chairman CBSE & NIOS would meet once in two months to co-ordinate the roll out of the NVEQF in the Ministry and iron out bottlenecks if any . The Director/DS in charge of Vocational Education in Department of School Education & Literacy and Director/DS in charge of Technical Education in Department of Higher Education would be joint Member Secretaries of the Core Committee . The core committee could invite any State representatives where necessary for co-ordination & implementation issues .

- iii.** At the State level similar coordination committees for vocational education and skill development will be established under the chairpersonship of the State Chief Secretary and with representation from Departments of Education, Labour and Industry and State chapters of NSDC/SSC/industry associations. Similar set up would exist at the district level for optimum implementation of the programmes within the NVEQF.
- iv.** National Skill Development Corporation (NSDC): The skill gap analysis carried out by NSDC in some high growth sectors till 2022 will need to be supplemented by State level detailed disaggregated analyses. The NSDC has been mandated with the constitution and notification of the Sector Skill Councils (SSC), which will lay down the NOS for the respective sectors.

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- v.** The SSCs would also be responsible for engaging with the Central and State level implementing agencies in developing the curriculum package, engagement and capacity building of vocational teachers, assessment and certification of the skills imparted. A ‘sectoral framework’ will be developed by SSCs to map out existing skills and qualifications held by the current workforce, analyse future skill requirements, training requirements relevant for the sector and the design for clear cut progression pathways and provisions for seamless vertical and horizontal mobility of a student.
 - vi.** Awarding bodies such as School Boards, including Open Schools, Boards of Technical Education, AICTE and UGC will ensure that the curriculum design and delivery is in conformity with the national standards prescribed by the NVEQF. A mechanism for accreditation of skill knowledge providers (SKP) and developing a registry of SKPs will be developed by the awarding bodies for ensuring achievement of the quality outcomes.
 - vii.** Schemes and programmes for vocational /skill development under the NVEQF umbrella will be funded through various programmes of the Central and State Governments, as well as private agencies and/or in the PPP mode.
 - viii.** Orientation, awareness generation amongst parents, students, administrators, educationists, industry, community leaders, PRIs, etc. will enable wider acceptability of NVEQF amongst society and employers.
 - ix.** Central and State Governments and employers, including private, will need to amend the recruitment policies, rules and procedures for giving preference to persons with competencies compliant with the NVEQF.
4. Detailed operational guidelines under the NVEQF will be issued subsequently .

This issues with the approval of the Minister of Human Resource Development.

Date:03.08.2012

New Delhi

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Annexure I

Architecture of the NVEQF

		Case I	Case II	
Level	Certificate	Equivalence	Equivalence	Certifying Body
10	NCC 8	Degree	Doctorate	University and SSC [^]
9	NCC 7	PG Diploma	Masters Degree	University and SSC [^]
8	NCC 6			University and SSC [^]
7	NCC 5	Advanced Diploma *	Bachelors Degree**	*Board of Technical Education and SSC [^]
6	NCC 4			**University and SSC [^]
5	NCC 3	Diploma*	Grade XII**	*Board of Technical Education, and SSC [^] **School Board and SSC [^]
4	NCC 2			
3	NCC 1			Grade XI**
2	NCWP 2	Grade X	Grade X	School Board and SSC [^]
1	NCWP 1	Grade IX	Grade IX	School Board and SSC [^]
RPL	RPL 2	Grade VIII	Grade VIII	NIOS /State Open Schools and SSC [^]
	RPL 1	Grade V	Grade V	NIOS /State Open Schools and SSC [^]

RPL: Recognition of Prior Learning

NCWP: National Certificate for Work Preparation

NCC: National Competency Certificate

[^]Joint certification with industry (SSC)/industry would entail assessment for skills by SSC/industry. The credits would be communicated to the respective awarding bodies for issuance of respective Certificate/ Diploma/ Degree .

Level Descriptors for NVEQF

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
RPL 1	Prepares a (adult) person to validate the skills acquired informally through a laid down assessment framework	Acquainted with common tools, equipment and process. The person is familiar with local specific terminologies specific to the profession and basic numeracy with literacy skills	Identification & handling of appropriate tools,& equipments. Takes adequate steps on safety & security	Can demonstrate routine ,basic operating tasks	Can take independent decisions on the trade related activities.
RPL 2	Prepares a (adult) person to validate the skills acquired informally through a laid down assessment framework & help in his/her career progression	Acquainted with common tools, equipment and process. Understands the context of work and trade at basic level. Familiar with local specific profession and basic numeracy with literacy skills.	Handling of appropriate tools, & equipments. Takes adequate steps on safety & security. Possess soft skills required to deal with profession efficiently.	Can demonstrate routine ,basic operating tasks independently.	Can take independent decisions on the trade related activities and demonstrate the same in work situation.

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1	prepares person to carry out process that are repetitive and require no previous practice	familiar with common trade-related terminologies, words meaning & understanding	routine and repetitive, takes safety and security measures.	reading and writing, addition subtraction personal financing, familiarity with social and religious diversity, hygiene and environment	no responsibility, always works under continuous instruction and close supervision
2	prepares person to/carry out process that are repetitive on regular basis with little application of understanding, more of practice	Material tools and application in a limited context, understands context of work and quality	limited service skill used in limited context, select and apply tools, assist in professional works with no variables differentiates good and bad quality	receive and transmit written and oral messages, basic arithmetic personal financing understanding of social political and religious diversity, hygiene and environment	no responsibility, works under instruction and close supervision
3 Semi-skilled worker	person may carry out a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment	Under close supervision. Some responsibility for own work within defined limit.

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4 Skilled worker	work in familiar, predictable, routine, situation of clear choice	factual knowledge of field of knowledge or study	recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality concepts	language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment	Responsibility for own work and learning
5 Supervisor	job that require well developed skill, with clear choice of procedures in familiar context	knowledge of facts, principles, processes and general concepts, in a field of work or study.	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication	responsibility for own work and learning and some responsibility for other 's works and learning
6 Master technician/ trainer	demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard non standard practices	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other 's works and learning

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7 Graduates	requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non routine context.	wide ranging , factual and theoretical knowledge in broad contexts within a field of work or study	wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	good logical and mathematical skill, understanding of social political and natural environment good in collecting and organizing information, communication skill	full responsibility for out put of group and development
8 Honours	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions, to abstract problem. Undertakes self study, demonstrates intellectual independence, analytical rigour and good communication.		Exercise management and supervision in the context of work/study having unpredictable changes, responsible for development of self and others.		
9 Master	Advanced Knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.		Responsible for decision making in complex technical activities, involving unpredictable study/work situations.		
10 Doctor-ate	Highly specialized knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.		Responsible for strategic decisions in unpredictable complex situations of work/study.		

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Annexure III

Indicative skills and theory content by level

Certification Level	Vocational/Skill Content in Hrs	General/Theory Content in Hrs
I	200	800
II	250	750
III	350	650
IV	350	650
V	400	600
VI	450	550
VII	700	300

Illustrative Pathways within NVEQF

NVEQ Levels	Equivalence	
8-9	Masters Degree	h
		← g
5-7	Bachelors Degree	
6-7	Advanced Diploma	
		d →
3-5	Diploma	
		← f
		c →
4	Grade XII	
3	Grade XI	
		e
		b →
2	Grade X	
1	Grade IX	
RPL 1 & 2	Grade V & VIII i	a →

- a.** Persons having acquired skills through the non formal and informal mode can bridge literacy and numeracy and get certification from NIOS and State Open Schools to move either into Class IX and further or into ITIs or exit to the work place in the context of adult learners.
- b.** candidate undergoing vocational education upto Grade X moves to general stream and goes on to complete a degree
- c.** candidate undergoing vocational education upto Grade XII moves to general stream and goes on to complete a conventional degree
- d.** candidate acquiring a vocational diploma moves to general stream and goes on to complete a degree or continue two levels more and complete advanced Diploma in vocational
- e.** candidate who has passed Grade X in general stream can join vocational stream at level 3 after passing a test of NVEQ level attained i.e. acquire skills required at NVEQF level 1, 2

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- f.** candidate undergoing general education up to Grade XII moves to vocational stream at level 5 after passing a test of NVEQ level attained and goes on to complete a vocational degree provided he acquires skills of NVEQF level 1, 2, 3, 4
- g.** candidate acquiring a general degree on certification of NVEQF Level 7 can receive a post graduate diploma in vocational education
- h.** candidate acquiring a general degree on certification of NVEQF Level 9 can receive a post graduate degree in vocational education
- i.** Students pursuing vocational education have an option of vertical mobility. Students passing Class VIII and X also have the option to join ITIs
- j.** With assessment of prior learning a candidate could progress towards a community skill diploma in a community college/polytechnic in a special flexible curriculum determined by UGC and AICTE .

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Annexure V

Steering Committee

- Minister of Human Resource Development – Chairman
- Ministers of State of Human Resource Development
- Secretary (School Education & Literacy), Ministry of Human Resource Development
- Secretary (Higher Education), Ministry of Human Resource Development
- Secretary, Ministry of Labour and Employment
- Director General, Institute of Applied Manpower Research (IAMR)
- Executive Director, National Council on Skill Development
- Chairman, University Grants Commission (UGC)
- Chairman, All India Council for Technical Education (AICTE)
- Vice Chancellor, Indira Gandhi National Open University (IGNOU)
- Chairman, Central Board for Secondary Education (CBSE)
- Chairman, National Institute of Open Schooling (NIOS)
- Director, National Council for Education Research & Training (NCERT)
- Joint Director, Pandit Sunderlal Sharma Central Institute for Vocational Education (PSSCIVE), Bhopal
- Representatives from Planning Commission, Ministries of Finance, Agriculture, Panchayati Raj, Social Justice & Empowerment, Health & Family Welfare, Tribal Affairs, Tourism, Women and Child Development, Minority Affairs, Rural Development, Micro, Small and Medium Enterprises
- CEO, National Skill Development Corporation (NSDC)
- 2 State Education Secretaries in charge of VE in schools in rotation for a term of two years
- 2 State Education Secretaries in charge of Technical education /polytechnics in rotation for a term of two years
- 4 SSCs by rotation for a term of one year
- Additional Secretary (Nodal Officer NVEQF) – Member Secretary

The Committee would co opt special invitees depending on the expertise of their domain.