



DRAFT GUIDELINES FOR THE  
CURRICULUM FRAMEWORK  
OF THE

# BACHELOR OF VOCATION (B.VOC.) PROGRAMMES

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DRAFT FOR DISCUSSION

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PREPARED BY:

THE KERALA STATE HIGHER EDUCATION COUNCIL

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**CURRICULUM FRAMEWORK OF**  
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**Prepared**  
**by**  
**The Kerala State Higher Education Council, Thiruvananthapuram**  
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## 1.0 Introduction

The rapidly changing demands of the 21st-century workforce require higher education institutions to align academic programs with industry needs. In this context, the introduction of the **Four-Year Undergraduate Programme (FYUGP)** across universities from the 2024-2025 academic year presents a significant opportunity for integrating skill development into mainstream higher education. Institutions offering **Bachelor of Vocation (B.Voc.) degrees** must restructure their curriculum and credit structures to align with the multidisciplinary and flexible learning pathways emphasized in the FYUGP. This transition will allow B.Voc. programs to remain relevant, industry-oriented, and seamlessly integrated into the broader academic framework.

To meet these objectives, the **vocational curriculum** needs to follow the FYUGP credit pattern while maintaining a balanced integration of general education and skill education components. Collaboration with industries and **Non-Governmental Organizations (NGOs)** is essential for designing practical, job-oriented skill components. This partnership will enable the development of innovative models of vocational education, including **apprenticeships** and **work-integrated learning programs**. Institutions must also explore the possibility of introducing a **one-year apprenticeship-embedded Pg diploma programme after B.Voc. which can be equivalent to the Honours program of FYUGP**, enhancing the employability and practical expertise of graduates.

The skill components of the B.Voc. programs will adhere to the **National Skills Qualification Framework (NSQF)** guidelines. These components will be aligned with proper **Qualification Packs (QPs)** and **National Occupation Standards (NOS)**, ensuring relevance and adherence to national standards. Certification will progress cumulatively from **NSQF Level 4** to **Level 6.5**, reflecting students' skill acquisition over the course of their studies. Such a structured approach will ensure that the B.Voc. graduates are equipped with the skills and credentials needed to thrive in a competitive job market.

Furthermore, the Government of Kerala has directed all higher education institutions to establish **Centers for Skill Courses and Career Planning (CSDCCP)** in collaboration with skilling agencies empanelled by the **Kerala State Higher Education Council (KSHEC)**. These centers will play a pivotal role in integrating skill development into the FYUGP framework. They will assist institutions in developing NSQF-aligned skill courses with relevant QPs and NOS, provide access to certified trainers and assessors, and ensure high-quality assessments and certifications. Additionally, the CSDCCP centers will facilitate faculty accreditation, enabling college faculty to act as trainers and assessors within respective **Sector Skill Councils (SSCs)**.

CSDCCPs will organize **Training of Trainers (TOT)** and **Training of Assessors (TOA)** programs in collaboration with Sector Skill Councils, ensuring transparency and inclusivity for all stakeholders. These programs will help college faculty across states and sectors become certified trainers and assessors for various job roles. This initiative will enhance the quality of skill training and assessment in **B.Voc. programs**, ensuring alignment with national standards and improving overall program effectiveness.

To further enhance the scope of vocational education, institutions will be encouraged to establish **incubation centers** in collaboration with industries. These centers will promote innovation, entrepreneurship, and the practical application of vocational skills. Moreover, B.Voc. programs will continue as **three-year degrees**, but the skill components will also be made available to students enrolled in other bachelor's programs, including the FYUGP, thereby broadening the accessibility of vocational training.

By integrating skill-based education into the FYUGP and fostering collaborations with industry and CSDCCP centers, higher education institutions can ensure that graduates are equipped with the knowledge, skills, and certifications needed for a dynamic and evolving workforce. This comprehensive approach will position

vocational education as a cornerstone of academic and professional development in the state.

### **1.1. Programme Objectives**

- Equip students with practical skills and theoretical knowledge aligned with industry standards.
- Provide a pathway for higher education and skill development through NSQF levels.
- Enable flexible learning with apprenticeship/industry-integrated components.
- Allow students to exit with certifications at intermediate stages.
- Develop job-specific skills aligned with industry standards as defined by NOS and QPs.
- Foster competency-based learning to achieve specific NSQF levels for progressive career advancement.
- Provide hands-on, practical training to meet occupational standards required for respective job roles.

### **2.0 Programme Duration**

- 4 Years (8 Semesters), with flexible exit options:
  - Certificate: After 6 months (1semester) – NSQF Level 4
  - Diploma: After 1years ( 2 semesters) – NSQF Level 4.5
  - Advanced Diploma: After 2 years ( 4 semesters) – NSQF Level 5
  - BVoc Degree: After 3 years (6 semesters) – NSQF Level 5.5
  - PG diploma:/UG (honours) or BS after 4 (8 semesters) – NSQF Level 6.5 (with apprenticeship embedded pathway).

## 2.1. SALIENT FEATURES OF THE MULTIDISCIPLINARY BVOC PROGRAMME

- All the B. Voc. programmes shall continue as a six semester based three years degree course under the new FYUG programme structure with a major focus to bridge the potential skill gap identified and to provide adequate knowledge and skills, so that the students become work ready at each exit point of the programme.
- Students may be given an option to take PG diploma in line with a Honours degree through structured internship or apprenticeship of minimum one year in a recognised industry.
- The major objective of the B,Voc. program is to elevate the subject knowledge among students, and making them as critical thinkers thereby students can address the issues related to industry and other business sectors.
- The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.
- Foundation courses are common to all students which contribute to the breadth of study
- Student have an option for one minor areas of specialization and one major area of specialization in disciplinary areas provides for depth of study.
- Major area of specialization shall be focused on Skill development in the appropriate areas.
- The B.Voc program shall be structured in a semester mode with exit options with Certification, Diploma, advanced Diploma Basic bachelor's degree and Honours degree at the completion of first semester, first year, second and third years, respectively.
- The students who exit with Certification and Diploma shall be eligible to reenter the programme at the exit level to complete the programme or to complete the next level.



- The certification levels will lead to certificate/ Diploma /Advanced Diploma /B.Voc. Degree / UG Honours Degree(BS)
- The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components.
- This Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.
- Students shall be given options to choose courses from a basket of courses which the institution is offering. There shall be no rigidity of combination of subjects.

### **3.0 Guidelines for Skill Components in B.Voc Degree Program**

- The skill components of the B.Voc program are designed to ensure alignment with the National Skills Qualification Framework (NSQF), National Occupation Standards (NOS), and Qualification Packs (QPs). These components will provide a clear pathway for industry-relevant job roles, facilitating employability and upward mobility in the chosen vocational domain.

#### **3.1. NOS and Qualification Packs (QPs) Integration**

##### **3.1.1 Skill Development Framework:**

1. **Identify Relevant Sector Skill Council (SSC):** Select the SSC relevant to the vocational domain (e.g., IT/ITeS, Agriculture, Retail, Healthcare).
2. **Map NOS and QPs:** Choose NOS and QPs that correspond to specific NSQF levels for each year of the program.

3. **Job Role Alignment:** Align curriculum with industry-defined job roles for seamless employability.

### 3.2. Flexibility for synthesizing degrees

The proposed curriculum introduces a "synthesizing degree" model, aligning with global standards and Kerala's educational legacy. This approach allows learners to customize degrees across disciplines, fostering flexibility and inclusivity. Integral education will form the foundation, emphasizing learner-centric pedagogy to unlock education's potential. B.Voc students, as part of their general education components, may choose minor subjects related or unrelated to their vocational domain, promoting interdisciplinary learning and skill development while ensuring holistic academic and professional growth.

### 3.3 Credit structure and Levels of Awards

NSQF Level New /old	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
4.0	18	12	30	One sem	Certificate
4.5	36	24	60	Two Sem	Diploma
5.0	72	48	120	Four sem	Advanced Diploma
5.5	108	72	180	Six sem	B.Voc Degree with Minor
6.0*	40		220	Eight Sem	PG diploma/Honours Degree

### 3.4 Guidelines for the Optional Fourth year of study

- Integrated honors/PG diploma program may be designed based on the UGC guidelines for Apprenticeship-Embedded Degree Program to enhance employability and practical exposure for students.

- This allows students to integrate hands-on industry experience through a structured apprenticeship program. Students must complete a minimum of one year of structured apprenticeship during the course of their undergraduate degree.
- The apprenticeship contributes 40 credits, which are integral to the degree's total credit requirements.
- The one-year apprenticeship is designed to provide students with an immersive work-based learning experience.

### 3.5. Proposed Credit Structure for the BVoc Programme

General Education Component (GEC)					Total (GEC)	Skill Development Components (SDC)	
MDC	AEC	VAC	SEC*	Minor		108	
9	9	9	9	36	72	60%	180
					40%	36 credit at NSQF 4.5 36 credit at NSQF 5.0 36 credit at NSQF 5.5	

### 4.0. Course structure of the B.Voc Degree Programme

The B.Voc curriculum comprises two key components: Part I - General Education Components (GEC) and Part II - Skill Development Components (SDC). Each year integrates GEC and SDC for a balanced learning experience. GEC constitutes 40% of the total credits, with 72 credits, while SDC comprises the remaining 60%, totaling 108 credits. Students must earn 180 credits over three years, ensuring holistic education that blends foundational knowledge with specialized skill development.

#### 4.1 Part 1 General Education components.

B.Voc students must earn 72 credits from the General Education Components (GEC), constituting 40% of the total credits for the three-year program. GEC comprises two

sub-components: (A) Foundation Components and (B) Minor Pathway Components. These components align with the FYUG program structure of respective universities. This credit distribution ensures a balanced integration of foundational knowledge and specialized learning pathways, enhancing academic rigor and interdisciplinary flexibility while fostering holistic education and skill development..

#### 4.1.1. Foundation components

B.Voc students are required to earn 36 credits from the General Foundation Courses of the FYUG degree program. These courses include Ability Enhancement Courses (AEC), Value-Added Courses (VAC), Skill Enhancement Courses, and Multidisciplinary Courses, aligning with the FYUGP framework. Students must complete three AECs (9 credits), with two mandatory English courses and one elective, which may be in English or another language.

Skill courses are designed to include modules on Employability Skills, Soft Skills, and Life Skills, with specific modules to enhance employability. These modules are NSQF-aligned and approved, offering certification options of 30, 60, 90, or 120 hours through professional skilling agencies. VACs are tailored to the students' skill domains, designed by the respective Boards of Studies (BoS) with CSDCCP's assistance, and included in university VAC course baskets.

Table General Foundation Courses:

SI NO	Name of the General Foundation Courses	Required Credit
1	Ability Enhancement Courses (AEC)	09
2	Value added Courses ( VAC)	09
3	Multi-disciplinary Courses (MDC)	09
4	Skill Enhancement Courses (SEC)	09

Note: The Ability Enhancement Courses (AEC) and the Multidisciplinary Courses (MDC), Value-Added Courses (VAC), and Skill Enhancement Courses (SEC) in the FYUGP framework can draw from the respective course baskets. Skill-specific domains may opt to design VACs tailored to their needs, adding them to the VAC course basket of respective universities. SECs, aligned with life skills, employability

skills, communication, and IT skills, can include certifications from professional skilling agencies.

A Kerala-specific MDC course is mandatory to ensure regional relevance and cultural grounding. Students engaged in activities like NSS, NCC, or equivalent programs may be eligible for an exemption from one VAC course, as per FYUGP guidelines

#### 4.1.2. Minor Pathway components (MPC)

B.Voc students are required to earn 36 credits from Discipline-Specific Pathway Components, selected from any FYUG programs. Ideally, these credits should be earned within a single discipline, allowing students to qualify for a minor degree in that field. This minor degree enhances their academic profile and supports vertical mobility for higher studies in the chosen discipline.

These components offer the flexibility to select subjects either related or unrelated to their vocational domain, promoting interdisciplinary learning and broadening academic horizons. Students benefit from an enriched educational experience, gaining diverse knowledge and skills that align with their interests and long-term career aspirations.

This approach integrates vocational training with academic learning, equipping students for various professional pathways while maintaining the flexibility to transition into higher education in a specific field. Such a structured yet adaptable curriculum supports comprehensive development, ensuring graduates are academically, professionally, and socially empowered.

SI NO	Name of the Pathway Courses	Required Credit
1	Minor Pathway Components	36

#### Minor Component Pathway for B.Voc Students details:

In alignment with the National Higher Education Qualifications Framework (NHEQF), each B.Voc student is required to complete 36 credits under a **Minor Component Pathway**. This component is designed to provide students with flexibility and an

interdisciplinary learning experience that complements their core vocational discipline.

Universities may design customized courses tailored to the needs of B.Voc students, focusing on general skills or industry-relevant knowledge that enhances employability. Examples include courses in digital literacy, entrepreneurship, sustainability, or soft skills. These courses should align with the guidelines of NHEQF and the overarching goals of the FYUGP

Alternatively, students may choose to take discipline-specific courses from the university's Four-Year Undergraduate Program (FYUGP). This enables them to explore their interests across various fields such as Humanities, Sciences, Commerce, or others.

If a student opts to complete all 36 credits in discipline-specific courses from a particular field under FYUGP, they will be awarded a **Minor Degree** in that discipline in addition to their B.Voc degree. For instance, a B.Voc student in *Retail Management* who completes 36 credits in *Business Administration* will earn a B.Voc in Retail Management along with a Minor in Business Administration. This pathway fosters academic flexibility, interdisciplinary learning, and career readiness, enrich the overall educational experience of B.Voc students.

#### **4.2 Skill development components (SDC).**

- Skill Development is defined as any domain specific demand led skill training activity leading to employment or improving employability, or any outcome-oriented activity that enables a participant to acquire a Skill, duly assessed and certified.
- Short Term Training (STT)- The short-term trainings are trainings with a duration of less than one year or 1200 notional learning hours

- Long Term Training (LTT)- the Long-Term trainings are those trainings with duration of equal to or more than one year or 1200 notional learning hours.
- Qualifications- A Qualification comprises of a number of smaller units of learning with independent learning outcomes called National Occupational Standards (NOS). 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.
- National Occupation Standards (NOSs)- 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. Each NOS defines one key function collating the related performance criteria in relation to the specific function in the job role concerned.

#### **4.3 Categories of Skill development courses/Qualifications**

- I. Flexi-Module Skill based courses:** to cater to needs of both industry as well as trainees. Such courses allow industries to train candidates as per their skill set requirements and provides trainees with an industry environment aligned with the market demand and latest technology to undergo training. Such courses are tailor made customized courses, having market relevant content that meets the industry & local requirements
- II. Multi-skill Qualifications/Courses:** Multi-Skilling promotes a wide range of competencies and knowledge in the workforce to build capacities for performing multiple independent tasks, which may even fall outside the domain of a particular sector or outside respective sub-sectors or defined job roles in a given sector.

- III. **Cross Sectoral Skill Qualifications/Courses:** Cross-sectoral skilling enables the learner to apply a skill across diverse/ related sectors thereby enhancing his creativity, innovation, value, credibility and output.
- IV. **MNC/OEM/Industry based Skill Qualifications/Courses:** These are qualifications developed to encourage the MNCs participation including Original Equipment Manufacturers (OEMs), Original Design Manufacturers (ODMs), Value Added Resellers (VARs), and other industry bodies in filling the demand supply gap.
- V. **Work embedded Skill qualifications/Courses:** These are the skill programs with a higher component of hands on, industry-based learning to make students industry-ready, while combining learning and on-the-job training, with the potential to earn while they learn.
- VI. **Future Skills Qualifications/Courses:** Skills that are required to prepare future ready workforce for the Industries/OEMs with global presence in services or manufacturing economies of the world, in the upcoming areas such as EV manufacturing, AI/ML technicians, Drone technology production and service, industry4.0/5.0 health-tech etc.

#### **4.4 Curricular components of Skill based courses**

Components of Skill based Qualifications/Courses A skill-based course/ qualification may have the following components of learning:

- Lecture/ Theory/ Assignment
- Practical/ Hands-on Skill Training
- Internship/ Project work
- . Apprenticeship
- . On the Job Training (OJT)
- . Assessment

#### **4.5. Assigning Credits to courses and qualifications**



- All the NSQF aligned and approved Skill-based courses/ qualifications shall be in the multiple of 30hrs or 15 hours.
- The individual NOSs of a course/ qualification can be in multiple of 15 or 30 hours,
- Micro-Credential (MC) can be in multiple of 7.5 hours.
- Each Nos can be subdivided in to Micro credentials as well.
- As Per NCrf document 30 notional hours of learning is equal to 1 credit
- Courses/ qualifications under skill development shall be represented in either multiple or factor of 30

a	Theoretical learning or lecture –(L)	Calculated in Hours
b	Practical learning or Hands on learning of skills-(P)	Calculated in Hours
c	On the Job training (OJT)- (O)	Calculated in Hours
d	Internship – (I)	Calculated in Months
e	Apprenticeship –(A)	Calculated in Months

The theoretical learning/ lecture, practical learning/ hands-on learning of skills and OJT components within a qualification/course are calculated in terms of notional learning hours while the apprenticeship/ and internship components are calculated in terms of their duration in months. For creditization of a skill-based course/ qualification, considering all types of programs, the following formula may be used:

Number of credits earned through a skill-based course or qualification may be calculated as follows

$$C = (L+P+O)/30 + (I+A)*(40/12)$$

- The Blended Learning/ Digital Learning/ Online Learning: NCrf provides for creditization of skill based NSQF courses/ qualifications irrespective of the mode of its delivery, i.e. Offline, Online and hybrid/blended learning,
- The Blended Learning Guidelines for Vocational Education, Training and Skilling as mentioned in para 4.2.1 (iv) of the SOP for the NCrf. And the Credit Creditization method for the blended learning programs is at Annexure IV of the SOP shall be followed in this regard

- The online courses offered by learning platforms which are recognized or authorized by the respective universities/ Government shall earn credits/ can be credited subject to the provisions/ conditions laid down by the respective regulators.
- components (SDC) which shall approximately about 60% of the credit decided for the three year programme.

SI NO	Name of the Pathway Courses	Required Credit
1	Major pathway : Skill Development Components	108

#### 4.5.1 Vocational Minor Programme as Part of Skill Development and Training

As an extension of the B.Voc programme and in alignment with the Four-Year Undergraduate Programme (FYUGP), universities can offer Short Term Training (STT) programmes based on the skill development component of B.Voc Programmes. These vocational minors, designed as standalone or additional minors, aim to enhance students' skill sets and employability. They are structured for a duration of less than 1200 hours or a maximum of 36 credits.

The vocational minor is built around Qualification Packs (QPs) and National Occupational Standards (NOS) under the National Skills Qualification Framework (NSQF). A typical vocational minor focuses on a single QP comprising three NOS, each assigned 12 credits or more, aligning with NSQF Level 4.5 or above.

For instance, a QP in *Digital Marketing* may include NOS for content creation, social media marketing, and SEO (search engine optimisation), each modular and credit-based. Students completing these NOS earn industry-relevant skills while receiving academic recognition.

This approach also supports interdisciplinary learning. For example, a Journalism student completing the NOS for *Social Media* and *Content Creation* under the *Digital Marketing* QP can graduate with a Degree in Journalism with Social Media and Content Creation. Similarly, a B.Sc. student completing the entire QP in *Digital*

*Marketing* alongside their regular curriculum would be eligible for a B.Sc. Degree with an Additional Minor in Digital Marketing.

This framework enables universities to seamlessly integrate skill development into traditional programmes, fostering career readiness, practical expertise, and industry certification together with academic qualifications.

#### **4.6 Agencies involved in Skill Education and Training**

##### **I. Awarding Bodies**

NCVET recognize Awarding Bodies who are entitled to award NCVET certificate to trainees/ learners after successful completion of training and assessment of NSQF aligned and approved qualifications which are either developed or adopted by the Awarding Body. The university level Center for skill Development courses and carrier planning may try to get status of deemed Awarding Bodies of NCVET and can issue a dual certification for their skill courses

##### **II. Assessment Agencies (AA):**

An NCVET recognized Assessment Agency is authorized to assess trainees after completion of the trainees' training under an NSQC aligned and approved qualification.

The recognized Assessment Agency is eligible to carry out assessments for NSQF aligned and approved qualifications in the sector allocated to the AA for which adequate capacity (Question Banks, SMEs, Industry connects, Governance processes etc.)

Current there are around 56 approved AAs by NCVET. The list of the all the NCVET recognised Assessment Agencies can be accessed <https://ncvet.gov.in/assessment-agencies/> The universities or the CSDCCP centers may get the assistance of these Assessment agencies for doing an effective assessment of the Skill Domains of the learner.

**III. Training Provider (TP)/ Training Centre (TC):**

A TP/TC means a person or an organization, which is affiliated by an awarding body or an Higher education institution recognized by the NCVET/ Higher education Council for providing Vocational Education, Training & Skilling and related activities with respect to a qualification/ course. The CSDCCP centers may be recognised as authorized training centers / training providers for the NSQF aligned skill Development courses/qualification.

**4.7. Preparation of Skill Development Courses Based on NOS/Micro-Credentials**

Skill development courses under the B.Voc program must align with NSQF guidelines, using National Occupational Standards (NOS) or Micro-Credentials (MC) to ensure modular and flexible learning.

**I. Course Structure:**

- a. A 4-credit course can include four NOS units of 30 hours each, totalling 120 hours. Alternatively, it can have eight NOS units of 15 hours each.
- b. For MC-based courses, a 2-credit course may consist of four MCs of 7.5 hours, totalling 30 hours.

**II. Credit and Duration:**

- a. Each semester requires a minimum of 18 skill credits, equating to 540 hours (including theory, practicals, and on-the-job training).
- b. For apprenticeship/internship, 10 days are required per credit.

**III. Flexibility in Design:**

- a. Courses can combine NOS and MCs for appropriate credit allocation.

**IV. Assessment:**

- a. Ensure learners achieve the prescribed NOS/MC outcomes, adhering to NSQF standards for grading and certification.

#### 4.8 Skill Certification Levels during the BVoc programme

- **Year 1:** Achieve NSQF Level 4.5 certification upon earning 36 skill credits.
- **Year 2:** Progress to NSQF Level 5 certification with an additional 36 credits (72 cumulative).
- **Year 3:** Complete another 36 credits at NSQF Level 5.5 (108 cumulative), attaining final certification in the relevant skill domain.
- Skill performance will be assessed by qualified assessors as per NSQF standards.
- Credits for university-recommended NSQF-aligned courses will be awarded by the university.
- For courses developed by awarding bodies, certification and credit allocation will be conducted by the respective awarding body.

#### 4.9 Courses/qualifications and credit structure of BVoc programs

SI No	Categorization of Courses for all programs	Minimum Number of Credit required	
		3 year UG	No Of Courses
GENERAL EDUCATION COMPONET (GEC)			
1	Ability Enhancement Courses (AEC)	9	3
2	Value Added Courses (VAC)	9	3
3	Multi-disciplinaryCourses(MDC)	9	3
4	Skill Enhancement Courses (SEC)	9	3
4	Minor Pathway Courses (MPC)	36	9
Skill Development Components(SDC)			
5	NSQF level 4.5 qualification/certifications	36	
6	NSQF level 5 qualifications/certifications	36	
7	NSQF level 5,5 qualification /certification	36	
	Total Credits	180	

## 5.0 Assessment

- The University/College will conduct examination for the General Education components as per the existing norms of the University
- The Skill component of the course will be assessed and certified by the respective Sector Skill Councils.
- In case, there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner.
- CSDCCP/Training Provider/ Industry shall do the assessment for skill competency through certified skill assessors..
- The CSDCCP/Training Provider/ Industry will submit the Necessary skill credits of the students to the institute where student is registered.
- Both these credits will be transferred to the Academic bank of credit account of the students (ABC) or to the University as the case may be,
- University shall compile the Vocational Skill credits and the General education credits at each level and if all such credits are available as required by the certification level, then the University shall award the certification of that level.
- Wherever the university/college may deem fit, it may issue a joint certificate for the courses with the respective Sector Skill Councils.
- The credits regarding skill component will be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner.
  - ❖ Certificate courses: NSQF level 4.5 certificate - 18 credits
  - ❖ Diploma courses: NSQF level 5 certificate - 36 credits
  - ❖ Advanced diploma courses: NSQF level 5.5 certificate - 72 credits
  - ❖ B.Voc. Degree : NSQF level 6 certificate - 108 credits
- The skill credits indicated above at a particular level are cumulative to the level concerned for B.Voc degree, the 108 credits of NSQF level 6 are inclusive of the credits awarded at NSQF level 4.5, 5 and 5.5 for the skill competence of

candidate assessed at different stages before he/she acquired the skill competence at NSQF level .

### **5.1 . Certification of Awards**

- Award of Certificate / Diploma / Advanced Diploma / B.Voc and other degrees as the case may be, would depend on acquisition of requisite credits and not on the duration of the calendar time spent in pursuing the course.
- The certificate for skilling component would be awarded by the Sector Skill Council in terms of NSQF level either singly or jointly with the institution concerned and the general education grades will be certified along with the skill component in terms of certificate/ diploma awarded by the institution.
- UGC guidelines on Choice Based Credit System (CBCS) may be referred for further illustration on computation of SGPA, CGPA etc. to confer the awards as above.

### **5.2 Role of Sector Skill Council(s)**

- The Sector Skill Council will support the institutions in framing the regionally relevant skill curriculum based on the appropriate QPs / NOSs in the sector.
- The SSC will also conduct assessment for skill component of the courses on mutually agreed dates as per the previously shared performance and assessment criteria based on curriculum framed for the programme at different levels.
- The SSC will declare Pass/Fail as per predefined assessment criteria and will also provide performance grades along with level certification either singly or jointly with the institution.
- In case there is no SSC in the concerned trade or SSC expresses its inability to conduct assessment in time giving justifiable reasons, the assessment for skill component may be conducted by 'Skill Assessment Board' comprising of the

Head of the Institution / Nodal Officer / Coordinator, University Representative and Representative(s) from industry partner.

- The assessment outcomes of skill component shall be communicated by the college/institution to the concerned affiliating University to club it with academic assessment of 'General Education Component' for compilation of results.

### 5.3 Role of the University

The University will constitute appropriate BoS / adhoc BoS for the courses to consider and approve the course of study / curriculum prepared by the institution / CSDCCP in consultation with the Sector Skill Councils / relevant industry partners.

The curriculum / course contents shall be considered and approved by the appropriate academic mechanism of the University.

The University has to conduct examination of the general academic component of the course and club the results with skill assessment.

The University may appoint an Observer during the skill assessment conducted by the SSC / Skill Assessment Board on mutually agreed dates within timelines of the programme.

The results in totality will be declared by the University and it will award the degree accordingly

- The institution / CSDCCP concerned may itself award Skill certification with appropriate NSQF level through the Sector skill councils or under its own seal and signature after written authorization from affiliating University for the Skill component

### 5.4 Role of the CSDCCP (Centre for Skill Development Courses and Career Planning)

- Develop and deliver **skill components** for BVoc courses, ensuring they meet the standards of the **National Skills Qualification Framework (NSQF)**.



- Prepare **sector-specific skill curricula** in line with **National Occupational Standards (NOS)** and **Qualification Packs (QPs)**, ensuring relevance to specific job roles and industries.
- Conduct **competency-based assessments** in collaboration with Sector Skill Councils (SSCs) and provide certifications at appropriate NSQF levels to enhance employability.
- Collaborate with industry partners to offer **certifications** recognized nationally and internationally, providing students with a competitive edge in the job market.
- Design and offer **modular, short-term skill courses** catering to diverse disciplines in FYUGP, focusing on employability, entrepreneurship, and lifelong learning.
- Establish strong industry partnerships to facilitate **apprenticeships, internships, and on-the-job training**, providing students with real-world exposure.
- Organize **Training of Trainers (ToT)** programs to certify faculty and ensure they are equipped to deliver high-quality skill training aligned with the latest industry standards.
- Provide pathways for **Recognition of Prior Learning (RPL)** to students and professionals, validating their existing skills and enabling lateral entry into programs.

## 6.0 Vertical Mobility Options for B.Voc Students

### 1. Postgraduate Diploma:

- After completing the 3-year B.Voc program, students may opt for a 1-year PG diploma. based on industry-linked, work-integrated, or apprenticeship-embedded programs.

**2. Honours Degree:**

- Students can pursue a 1-year structured apprenticeship or work-integrated program in collaboration with relevant industries. Leads to an Honours degree in their skill domain, enhancing professional credentials.

**3. Honours with Research:**

- For research-oriented students, a work-integrated Honours with Research program option may be made available with industry-linked research projects in their skill domain, preparing students for research careers.

**4. Lateral Entry to M.Voc:**

- Students with a PG diploma are eligible for lateral entry into M.Voc programs, enabling advanced skill specialization.

**5. Eligibility for PG or Research Programs:**

- Students with Honours or Honours with Research degrees can pursue 1-year PG or research programs, as per UGC norms. Students with BVoc Degree is eligible for 2 year MVoC degree or regular PG programmes based on the eligibility conditions prescribed by the regulators

**Annexure:1****University Level Expert committee for Vocational Education and Training**

Establish a Vocational Education and Skill Development Cell (VESDC) in each university to coordinate vocational training, skill development, and partnerships. The cell can act as a bridge between academic departments, CSDCCPs, KSHEC VSDC, industry stakeholders, and skilling agencies.

To promote seamless integration of vocational education, skilling, and training, universities can establish expert committees under this Skill development Cell by grouping skill domains aligned with the National Skill Development (NSD) initiative.

These committees will focus on designing and implementing industry-relevant programs, ensuring alignment with the National Skills Qualification Framework (NSQF). Each group will cater to specific sectors, such as industrial skills, emerging technologies, creative industries, service excellence, and sustainability. This structure will enable universities to collaborate with industries, offer modular credit-based courses, and provide hands-on training, fostering employability and lifelong learning among students. This approach ensures comprehensive and focused skill development across diverse domains.

### **Proposed Structure of the Expert Committees**

**Chairperson:** A senior academic or professional with significant experience in the relevant skill group.

#### **Members**

1. Faculty members from the university's Board of Studies (BoS) in related disciplines with expertise in vocational training.
2. Skill Domain experts (Professionals certified in specific skill areas)
3. Industry Experts (Senior professionals or HR leads from relevant industries)
4. Government/Policy Experts (Representatives from state or national bodies involved in skill development)
5. Alumni or Practitioners (Successful alumni or practitioners working in the skill domains)
6. Student Representatives: (students or research scholars with an interest in skilling initiatives)

Maximum members of the committee may be limited to 15 including the chairman

**Proposed Expert committees and associated Skill domains.** University may add more skill domain if required in to any of these groups

### **1: Expert Committee for Core Industrial and Infrastructure Skills**

Associated Skill Domains

- Construction
- Plumbing
- Electrician and Electrical Works
- Welding and Metal Fabrication
- Civil Engineering Assistance
- Renewable Energy Technician
- HVAC (Heating, Ventilation, Air Conditioning)

## **2: Expert Committee for Emerging Technologies and Digital Proficiency**

### Associated Skill Domains

- Information Technology and IT-Enabled Services (ITES)
- Artificial Intelligence and Machine Learning
- Cybersecurity
- Robotics and Automation
- Cloud Computing
- Data Science and Analytics
- Digital Marketing
- Blockchain and Fintech

## **3: Expert Committee for Service Excellence and Hospitality**

### Associated Skill Domains

- Tourism and Hospitality Management
- Retail Services
- Beauty and Wellness
- Healthcare and Paramedics
- Travel and Logistics Management
- Facility Management
- Food Processing and Baking

#### **4: Expert Committee for Creative and Knowledge-Based Careers**

##### Associated Skill Domains

- Media and Entertainment
- Fashion Design and Textile
- Animation and Graphic Design
- Language and Translation Services
- Publishing and Content Writing
- E-Learning Development

#### **5: Expert Committee for Agriculture and Sustainability**

##### Associated Skill Domains:

- Organic Farming
- Horticulture and Floriculture
- Fisheries and Aquaculture
- Dairy and Animal Husbandry
- Food Technology
- Environmental Management
- Water Conservation Techniques

#### **Annexure:2**

- **State Level Vocational and Skill Development Cell (VSDC)**

As per GO(Rt) No 1601/2023/HEDN dated 30-10-2023 government has entrusted Kerala State Higher Education Council to identify suitable Skill and Vocational Courses, develop model courses for FYUGP and suggest suitable methods to address skill gap by utilizing the assistance of various professional skill training agencies. Based on the discussions and exploring various possibilities for integrating skilling into higher education at all levels and for introducing short-term industry-relevant courses in the Higher Educational institutions (HEIs) to bridge the skill gap, KSHEC has proposed the government

to establish Centre for Skill Development Courses and Career Planning (CSDCCP) in all Higher Education Institutions in collaboration with the professional skill training agencies. As per G.O. Rt. No. 724/HEDN Dated, 24.06.2024, the government has entrusted KSHEC to identify and recommend for empaneling the eligible agencies for providing the required operational support for the proposed Centres for Skill Development Courses and Career Planning to be established in the Higher Education Institutions in the light of the newly implemented Four Year Undergraduate Programmes and to prepare the model guidelines for the functioning of these centres.

The HEIs, through this Skill Development Centre, shall offer credit-linked short-term skill development certificate courses of 3-6 months duration and at least 12 credits. The curriculum developed by the concerned Sector Skill Councils or any other existing accredited body/ institution/ framework may be adopted in consultation with the industry partners. Wherever the curriculum is unavailable, the same may be developed by the Skill Development Centre in consultation with the relevant Sector Skill Councils or any other existing accredited body/institution/framework and the industry partner.

A state level Vocational and Skill Development Cell (VSDC) shall be established in KSHEC in collaboration with the Professional Skill Training Agencies to recommend various agencies for empaneling and coordinating the Skill Development Centers and to monitor the curriculum of the courses offered by these Centers as well as to develop new Courses. The Vocational courses that are developed or recommended by the VSDC may be recommended by the KSHEC to respective Universities for their approval through the Academic Council/equivalent competent bodies. In order to ensure the skill development together with academic prudence, the students shall be allowed to use their credits earned through these short-term Skill Development Courses in lieu of the minor courses of the FYUG programmes.





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