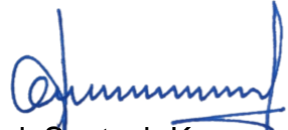**F No. 36002/16/2022/NCVET**
National Council for Vocational Education & Training
Government of India

ORDER

Dated: 15.05.2023

Subject: <u>Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling developed by NCVET</u>

1.   The vision of the Hon'ble PM is to make India the skill capital & manufacturing hub of the world. With policy interventions like the National Education Policy (NEP) 2020 & National Credit Framework (NCrF), government has provided an enabling and encouraging environment for VET & skilling in the country.

2.   There has been an emerging need to formalise higher-order qualification like Diploma within the skilling domain which would be an important step in enhancing its aspirational value. This shall also provide progression pathways to other Vocational Education & Training programs and thereby, in a true sense integrate vocational & general education as envisaged under NEP.

3. Accordingly, the Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling have been formulated for enabling NSQF alignment & approval of Diploma Qualifications pertaining to the Vocational Education & Skills' sphere. The provisions of these Guidelines shall apply to NCVET recognised Awarding Bodies.

4.   The Guidelines for Diploma Qualifications in Vocational Education, Training & Skilling were approved in the 8th Council meeting of the NCVET held on 20th March 2023 and are being notified herewith. These guidelines maybe further amended/updated from time to time with the approval of the NCVET based on the feedback and requirements during the implementation of these guidelines.

Col. Santosh Kumar
Secretary, NCVET

Guidelines for
Diploma Qualifications in
Vocational Education, Training & Skilling

National Council for Vocational Education and Training (NCVET)

Date: 15th May 2023

Contents

<u>Guidelines for Diploma Qualifications in Vocational Education & Training and Skilling</u>

1. INTRODUCTION

1.1. The National Education Policy (NEP) 2020, is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. NEP 2020 highlights that, holistic development and a wide choice of subjects and courses should be the new distinguishing feature of education and there should be no hard separation among 'curricular', 'extracurricular', or 'co- curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams. To realise the intent and objectives of National Education Policy 2020, the National Credit Framework (NCrF), has been developed which is an inclusive umbrella Framework to seamlessly integrate the credits earned through school education, higher education and vocational & skill education. This will be a game changer in realising the vision and intent of NEP 2020 by removing distinction, ensuring flexibility & mobility and establishing academic equivalence between general and vocational education. Such integration shall open numerous options for the further progression of students and enable entry and re-entry from the vocational stream to general education and vice-versa, thus mainstreaming vocational education and skilling.

1.2. The National Council for Vocational Education and Training (NCVET) was notified by the Ministry of Skill Development and Entrepreneurship (MSDE) on 5th December 2018 to regulate the functioning of entities engaged in vocational education and training, both long and short-term, and establish minimum standards for the functioning of such entities. One of the major functions of NCVET is to approve Qualifications in order to align them with National Skills Qualification Framework (NSQF) which is a nationally integrated competency-based framework that enables persons to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies. This enables continued and lifelong learning of an individual along with his/her professional journey thereby truly implementing the concept of 'learn while you earn'

1.3. Currently, under the Vocational Education & Training and Skills ecosystem, qualifications aligned and approved under National Skills Qualification Framework (NSQF) are pegged at levels ranging from 1 to 8 and mostly only certificates are awarded to the learners. Erstwhile NSDA had approved & aligned certain Diploma Qualifications. However, there were no clear guidelines regarding the approval & alignment of Diploma Qualifications. Post formation of NCVET, during rationalisation of the ecosystem the need for guidelines regarding Diploma Qualifications has again emerged especially in the light of NEP 2020 & NCrF.

1.4. The vision of the Hon'ble PM is to make India the skill capital & manufacturing hub of the world. With policy interventions like NEP 2020 & NCrF, government has provided an enabling and encouraging environment for VET & skilling in the country. Formalising higher-order qualification like Diploma within the skilling domain will be an important step in enhancing its aspirational value and in a true sense, integrate vocational & general education through provisions of NEP 2020 and NCrF.

1.5. Also, lately NCVET has been receiving requests from Awarding Bodies (ABs) to align and approve Diploma Qualifications. ABs have requested that enablement of Diploma certifications will provide learners with higher progression avenues and enhance the aspirational value of vocational education and training. The matter was discussed in the 20th Meeting of the National Skills Qualification Committee (NSQC) held on 30th June 2022. Taking note of the matter, NSQC directed to form a Committee, constituting members from All India Council for Technical Education (AICTE), University Grants Commission (UGC), MSDE, SSCs and other bodies concerned to formulate detailed guidelines on NSQF alignment and approval of 'Diploma/ Diploma (Advanced)' qualifications pertaining to vocational education and skilling. Accordingly, a Committee was constituted on 28th July 2022. The composition of the Committee along with the detailed ToR are attached as **Annexure 1.** The committee members including UGC and AICTE have concurred with these Guidelines for Diploma Qualifications in Vocational Education, Training and Skilling (VET) vide communication dated 05/12/22 and 24/02/23 respectively.

2. SCOPE

2.1. Accordingly, these Guidelines have been formulated for enabling NSQF alignment & approval of Diploma & Diploma (Advanced) Qualifications pertaining to the Vocational Education & Skills sphere. These shall apply only to NCVET recognised Awarding Bodies.

3. DIPLOMA QUALIFICATIONS

3.1. The term 'Diploma' is used variedly formally & informally across the world. Generally, it is used to denote a certificate awarded by an educational establishment to show that someone has successfully completed a course of learning. Such courses of learning are often of higher level in a focused area of the same subject. Sometimes a diploma represents a specific academic award usually earned in professional/vocational courses.

3.2. Therefore, a Diploma in Vocational Education & Training & Skilling would mean a NSQF aligned & approved qualification of a higher order in a specific field leading to a focused job or learning. Thus, the basic features of Diploma Qualification are as follows:

a. It is a long-term qualification
b. It is of higher order learning i.e. higher than school education but not leading to a degree except under provisions of lateral entry into any degree program
c. It is generally a focused or specialized field of learning leading to a vocation/job role in the market.

4. CURRENT SCENARIO

4.1. Technical & Professional courses under the guidelines of government regulators like AICTE and UGC from their recognized institutions lead to the grant of formal 'Diploma/Post/PG Diploma' certification. Such awards are largely accepted for government recruitment & lateral entry into higher-level technical/general education.

4.2. In addition, there are various independent, not regulated, organizations in the ecosystem that also grant Diploma certification upon completion of their courses/training. These diplomas are not recognized by AICTE/UGC and are generally not eligible for government recruitment & lateral entry into higher-level general education.

4.3. Unlike the term 'degree' which is regulated by the UGC Act, the use of the term 'diploma' is not restricted under any Act. This allows any entity to grant Diploma certificates to the learners. However, such entities cannot use the terms 'duly approved' by AICTE/Central/State government institutions etc. while certifying the learners.

4.4. The current ecosystem for grant of diplomas in the country including AICTE, UGC & others has been detailed in **Annexure 2.**

5. NEED AND URGENCY FOR BRINGING DIPLOMA QUALIFICATIONS IN SKILLING

5.1. Creating Aspiration: The vision of Hon'ble PM is to make India the Skill Capital of the world. For achieving this goal, it is imperative that the VET & skilling programs have standing & value in the ecosystem so that they are desired by the learners. Currently, learners from the VET and skilling ecosystem can only obtain a certificate for all courses undertaken by them. Diploma nomenclature holds a reputation in the ecosystem and allowing NSQF aligned & approved Diplomas shall not only enhance

the aspiration towards vocational education, training & skilling programs in the minds of learners but also increase employability through enhanced recognition of certification.

5.2. **Creditisation:** The upcoming National Credit Framework (NCrF) provides for creditisation of all educational & vocational qualifications encompassing school, higher and vocational education, training & skill programs. The NCrF gives equal weightage to all types and streams of learning including vocational education, training & skilling. This shall enable a learner having an NSQF-aligned & approved diploma to earn credits similar to any other educational program of similar duration & NCrF levels. This shall not only provide him/her with accumulation and utilization of credits for various purposes like multiple entry & exit, and progression into other streams including general education and lifelong learning but also give NSQF Diplomas an equal footing in both the learning sphere & job market.

5.3. **Providing ME-ME Pathways:** Formal Diploma qualifications may enable forward linkages to general education like current polytechnics have pathways to engineering degrees.

5.4. **Standardisation and Quality Assurance:** NSQF qualifications occupy a large space in the Vocational Education & Skills ecosystem but only certificates are being awarded to most learners. The Diploma certifications offered in the skills ecosystem by various institutions are largely unregulated which often leads to confusion & misinterpretation in the minds of learners, academia & industry. Also, due to lack of standardised norms, syllabi and content the learning outcomes vary hugely from one Diploma Qualification to another. Therefore, there is a need for formalising the Diploma qualifications through standardised norms, parameters & procedures for infusing quality assurance in them.

5.5. **Integration and Equivalence with General Education:** With the advent of NEP 2020 & NCrF the concept of holistic education including cross stream learning shall happen in more educational institutions. This will provide also a learner holding a formal Diploma qualification with opportunities not just limited to the technical or vocational sphere, but also in general education. With embedding of vocational education in higher education models being enabled, Diplomas will provide for integrated learning options.

5.6. **Enabling higher order (Diploma) Qualifications across sectors in VET & Skilling:** NSQF approved Qualifications currently exist across sectors but only certificates are being awarded in these. The current AICTE Diploma programs provide for award of Diploma in only technical fields of Engineering and few professional fields like Paramedical and Management sectors. Therefore, there is a vast gap and need for Diploma Qualifications in other sectors like Agriculture, textile, Mining, BFSI etc. NSQF aligned & approved Diploma qualifications that would cater to all these sectors

including futuristic courses run in partnership with industry. This will help in ensuring faster spread of vocationalisation across all the corresponding sectors and the educational spectrum/ladder enabling achievement of objectives as set in NEP 2020.

5.7. Industry Recognition: The nomenclature 'Diploma' holds a reputation & recognition in the industry & job market. Thus formalising it and awarding a 'Diploma' to learners shall enhance employability & aspiration. There are sectors where Diplomas have been granted by the entities not regulated by AICTE or UGC e.g. APTECH & NIIT in IT domain, and are well accepted by the industry. Formalising such diplomas especially in areas like Finance & technology where already the acceptance of such programs exists will further strengthen the reputation & recognition of Diploma Qualification in VET & skilling.

5.8. International Mobility: The enhanced recognition & reputation in the industry of a Diploma is not limited to the national job market but it holds true internationally also. We already see the demand for diploma holders throughout the middle eastern countries. Therefore, expanding the scope of Diploma certification across sectors shall enhance the international mobility of the learners too. Further, by enabling equivalence with international qualification frameworks leading to mutual recognition through formalisation of Diploma Qualifications shall facilitate such mobility.

6. FRAMEWORK FOR DIPLOMA/DIPLOMA (ADVANCED) IN VET & SKILLING

6.1. It is clear from the above-mentioned section that there is an established need for formalizing the Diploma Programmes for Vocational Education, Training & Skilling ecosystem; the award of Diploma is not restricted as that of Degrees under any Act, and there is a need to formalize the Diploma mechanism for VET & skilling so that the misuse of Diploma is curtailed and the aspirational value attached with the certification is made accessible formally to all VET & Skilling learners.

7. BASIC PRINCIPLES

7.1. Clear Separation: A clear distinction between the regulatory space of AICTE & NCVET shall be ensured thereby avoiding any regulatory overlap. NCVET shall approve Diploma Qualifications for Vocational Education & Training and Skilling sphere only.

7.2. NCVET Recognition: Only the NCVET-recognized Awarding Bodies shall be able to implement the Diploma Qualifications. NCVET shall prescribe additional norms for Awarding Bodies who desire to run Diploma Qualifications to establish requisite infrastructure & other resources.

7.3. NSQF Compliance: All Diploma Qualifications must be aligned to National Skills Qualification Framework (NSQF) and approved by the National Skills Qualification Committee (NSQC). All the NSQF norms & compliances as prescribed by NCVET from time to time shall be duly complied with.

7.4. Compliance with AICTE norms: In addition to the NSQF norms as stated in the para above, all Diploma Qualifications shall adhere to the prescribed minimum AICTE norms related to entry requirements & duration, level of courses, etc. This shall ensure the quality & standard of the Diploma Qualifications under VET & Skilling sphere thereby paving the way for similar recognition by the industry.

7.5. Equivalence: These Diploma qualifications shall adhere to the NSQF norms related to the grant of Diploma/Diploma (Advanced) and AICTE norms in terms of duration, entry requirement, etc., as detailed at **Annexure 3.** Since these Qualifications will adhere to the norms & standards of both the regulators i.e. AICTE & NCVET, they shall attain the same NCrF levels & Credits as the AICTE Diploma Programmes. A snapshot of placement of NSQF-aligned & approved Diploma/Diploma (Advanced) Qualifications along with AICTE & UGC Diploma Programmes is given at **Annexure 3.**

7.6. Detailed & Comprehensive Assessment: The Qualifications shall be subjected to much detailed assessment process through quality-assured agencies, assessors & processes.

8. IMPLEMENTATION AND OPERATIONALIZATION

8.1. Types of Diploma: As currently exists in the AICTE system for Vocational Diplomas, two types of Diplomas shall be formalized through NSQF alignment & approval namely, Diploma & Diploma (Advanced).

8.2. Entry requirements and Duration

Type	Entry Requirement	Duration (in years or hours)*	Years of Learning	NCrF Level	Credit Points Earned Yearly	Cumulative Credit Points
Diploma	10th pass	3 years/ 3600 hrs	1st Year	3.5	140	480
			2nd Year	4	160	
			3rd Year	4.5	180	
	Lateral Entry (in second year of Diploma): 12th pass in relevant subject or 2 year NTC/NAC after 10th in relevant trade	2 years/ 2400 hrs	2nd Year	4	160	340
			3rd Year	4.5	180	
Diploma (Advanced)	12th pass in relevant subject or 2 year NTC/NAC after 10th in relevant trade	2 years/ 2400 hrs	1st Year	4.5	180	380
			2nd Year	5	200	

*The total duration should ideally be in multiple of 30s for easy creditisation and must necessarily include the Employability Skill NOS.

A learner must complete the Diploma or Diploma (Advanced) Qualification [3 years after class 10th for Diploma and 2 years after class 12th for Diploma (Advanced)] within 7 years from the date of admission/enrolment into the programme.

8.3. Structure of Diploma Qualifications

8.3.1.   Diploma Qualifications: The Diploma Qualification of three years after class 10th leads to accumulation of 120 credits i.e 40 credits per year. The duration of this three-year Diploma Qualification is 3600 hours i.e. 1200 hours per year. The Diploma (Advanced) Qualification is of 2400 hours (i.e 1200 hours per year) duration after class 12th leading to accumulation of 80 credits i.e 40 credits per year.

Broadly, a Diploma and Diploma (Advanced) Qualification shall be structured as below:

a. **Core subjects**: Core subjects contain those subjects which are directly related to the job role(s) mapped against the Diploma Qualification. 65 percent of the qualification shall comprise of such core subjects. To provide flexibility in design and enhanced options to the learner these core subjects maybe further divided into mandatory and elective subjects as follows:

    i.   Mandatory subjects: These contain competencies which are essentially required to be performed for the job role mapped against the Diploma. A Diploma Qualification must contain at least 50 percent of the total qualification as mandatory subjects.

    ii.   Electives: These contain competencies which are essential in nature but maybe replaced by a set of other competencies which are equally effective in order to perform a job role mapped against the Diploma Qualifications. Therefore, a learner maybe given a flexibility to choose between a set of competencies formed as electives. A diploma qualification may contain up to 15 percent of the total qualification as elective subjects.

b. **Non-core (Interdisciplinary/multi-disciplinary) subjects:** To realize the vision of the NEP 2020, learning in interdisciplinary subjects shall be promoted under the Diploma Qualifications thereby making the qualifications holistic and multidisciplinary. Accordingly, as per the provisions of NCrF, the Diploma Qualification shall contain 25 percent of the total qualification as non-core subjects. These subjects are set of subjects which are not mandatorily required to be performed under a job role. However, these subjects must enhance the skills and competencies of the learner which, in turn, shall make him or her more equipped to perform the job role mapped against the Diploma Qualification. Therefore, these subjects might not be directly related to the job role but shall help in either quality improvement or incorporating innovation in order to enhance the core skills and competencies required for the job role.

c. **Employability Skills (ES):** To enhance the employability of the learner NCVET has approved NOSs on employability skills varying from 30 to 120 hours. These contain 12 different modules on various skill sets required to make them industry ready and overall better citizens. A diploma qualification must contain the employability skills as follows:

- **Diploma Qualification -** 240 to 360 hours*
- **Diploma (Advanced) Qualification –** 180 to 240 hours*

In case an Awarding Body opts for less than 360 hours for Diploma Qualification and 240 hours for Diploma (Advanced) Qualification, the remaining hours may be included as part of Core Subjects.

An Awarding Body must ensure that these ES learning hours are spread across all semesters and there is no semester which is without an ES NOS. Accordingly, it becomes mandatory to include at least a 30 hours NOS in a semester. It must also

be ensured that the ES NOSs are included in a manner that a hierarchical progression is formed from preceding semester to the next. In other words, the basic components of ES should be included in initial semesters followed by advanced components in later semesters.

An Awarding Body may either utilize already NSQF aligned and approved ES NOSs or develop its own ES NOSs. While developing its own ES NOSs an Awarding Body must ensure that these NOSs include the modules which form part of NSQF aligned and approved ES NOSs. Currently, the ES NOSs include 12 modules as below:

   i. Introduction to Employability Skills;
   ii. Constitutional values/Citizenships;
   iii. Becoming a professional in 21st Century;
   iv. English Skills;
   v. Career Development & Goal Setting;
   vi. Communication Skills;
   vii. Inclusion, Gender Sensitivity, PwD etc.;
   viii. Financial & Legal Literacy;
   ix. Digital Literacy & Skills;
   x. Entrepreneurship;
   xi. Customer Service; and
   xii. Job readiness and exam preparation

However, for higher education incorporation of higher order employability skills which make a learner not only highly employable in the contemporary job market but also make him/her future ready is imperative. Keeping in line with the future of work requirements the employability skills are further being rationalized and strengthened (work in progress) for different National Credit Framework (NCrF) Levels by adding higher order skills like:

i. Critical thinking and problem solving
ii. Creative thinking and innovation
iii. Analytical Thinking
iv. Adaptive Thinking
v. Design Thinking & Creativity
vi. Computational thinking
vii. Social intelligence
viii. Cross cultural competency
ix. New media literacy
x. Virtual collaboration
xi. Decision Making
xii. Conflict resolution and negotiations
xiii. Vasudhaiva Kutumbakam: वसुधैव कुटुम्बकम: one earth one family one future

These ES NOSs with such higher order skills shall be incorporated in Diploma & Diploma (Advanced) Qualifications, once developed and aligned to NSQF.

8.3.2. **A brief snapshot of the Diploma and Diploma (Advanced) Qualification structure is given below:**

Components	Percentage (%) composition	Duration				Credits per Semester
		Diploma (3 years)	Diploma (Advanced) (2 years)	Yearly	Semester-wise	
Core subjects (Mandatory)	50	1800	1200	600	300	10
Core subjects (Elective)	15	540	360	180	90	3
Non-Core	25	900	600	300	150	5
Employability Skills (ES)*	10	360*	240*	120*	60*	2
TOTAL	100	3600	2400	1200	600	20

The figures are indicative. An AB may opt for any duration between 240 to 360 hours in three years for a Diploma and between 180 to 240 hours in 2 years for a Diploma (Advanced) with at least a 30 hour NOS in each semester as explained in para 8.3.1. (c) above.

8.4. Multiple Entry and Multiple Exit (ME-ME) Options: As envisioned in NEP and as per the provisions of NCrF multiple entry and exit options may also be provided to the learners pursuing Diploma and Diploma (Advanced) Qualifications. Any learner exiting a Diploma or Diploma (Advanced) Program after completion of each semester (6 months) shall be issued a certificate after successful assessment. These certificates will indicate the appropriate NSQF/NCrF levels and commensurate credit points earned by the learner. This shall also enable a learner to re-enter a Diploma/Diploma (Advanced) Program based on the certificates at later intervals of time truly enabling and operationalizing the ME-ME provisions of NCrF. However, a learner must complete the Diploma or Diploma (Advanced) Qualification within 7 years from the date of admission/enrolment into the programme as mentioned in para 8.2 above.

In line with the ME-ME provisions explained above, the Diploma and Diploma (Advanced) Qualifications shall be designed in a manner that learning in each semester amounts to an independent qualification leading to a job role recognized by industry. While designing the semesters of a Diploma/Diploma (Advanced) Qualification an Awarding Body must ensure that the Qualifications in every subsequent semester are hierarchical in nature providing progression from one semester to another or are related and form part of the bigger job role corresponding to the Diploma/Diploma (Advanced) Qualification. Such qualifications must also be independently mapped to the appropriate NCrF/NSQF level with commensurate credits.

8.5. NSQF/NCrF Levels: As per the existing norms, the AICTE pegs Diploma (Engineering) and Post Diploma (18 months or 2-year duration after Diploma) at level 4 and 5.5 respectively. UG Diploma of AICTE is pegged at level 5. Similarly, the NCVET Diploma shall be pegged at level 4.5 and Diploma (Advanced) at level 5.

8.6. NCVET Recognition Process

8.6.1.   Eligibility Criteria

A. Types of Institutions where Diploma Programmes can be implemented:

  i.   AICTE and UGC-recognized institutions and universities
 ii.   Institutes/organizations of central or state governments like NSTI, NPTIs, CDAC, NIELIT, CIPET etc. and affiliated/onboarded centres of such institutes/organizations
iii.   Institutions recognized by State Technical Boards for Diploma programmes, Institutions recognized under Skill Hub Initiative (SHI),
 iv.   Reputed industry and industry bodies.
  v.   Institutes/centres empanelled/on-boarded by Awarding Body as per the NCVET Awarding Body guidelines. Only those institutes shall be considered which have proven track record of quality training demonstrated through parameters like industry recognition/linkages, high placement record and appropriate infrastructure etc.

B. Other Conditions for the Institutes:

Additionally, the institutes will have to showcase quality in terms of the following conditions. **However, these conditions shall not apply to Type (i) and (ii) institutions mentioned in para 8.6.1.A (given above) and those shall be automatically eligible for implementing Diploma/Diploma (Advanced) Qualifications.**

  i.   **Prior Experience:** Institutions should be able to provide proof of prior experience in having continuously imparted quality and consistent technical and/or vocational education at the higher level recognized by regulators like UGC, AICTE, NCVET, etc. or by industry of repute and scale. Such institutes must have –
  - Trained a minimum of 500 learners either in technical/vocational/professional education in the preceding three years (cumulatively) from the date of submission of proposal for implementing Diploma/Diploma (Advanced) Qualifications;
  - Should have been engaged in training or educational activities continuously for the last three years (allowance for intervening COVID years)
  - The prior experience requirements may be relaxed by NCVET for niche areas, implementation in difficult terrain, LWE area etc. subject to reasoned justification along with evidence.

 ii.   **Industry linkages:** The institution should have tie-ups with industry bodies which is demonstrable through evidence like MoUs and agreements. Members/representatives from the industry should be part of the management/decision making of the institute for example board of directors, governing council etc.

iii. **Infrastructure:** The following criteria shall be applicable with respect to the infrastructure of the institution where Diploma/Diploma (Advanced) Qualifications are proposed to be implemented:

- The faculty-student ratio shall be 1:30 or whatever is applicable by the respective University. The faculty will also include visiting faculty.
- Basic amenities to run Diploma/Diploma (Advanced) Qualifications like a laboratory equipped with appropriate tools and equipment, a library equipped with appropriate level books, an internet facility, and restrooms need to be defined by the Awarding Body and to be strictly complied by the institution.

The term "laboratory" for the purpose of this guideline shall mean any area with relevant equipment to allow the smooth operation of practical sessions, fieldwork, demo work, simulation etc. which contribute to the learning of the candidate to acquire competencies as listed in the Qualification. An institution may have in-house lab or may showcase an external arrangement for the same. However, such arrangement shall be authenticated by valid evidence.

iv. **Placement**: The institute must have demonstrated quality in terms of high placement percentage for the past batches trained by it. It must have necessarily placed at least 60 percent of the total learners trained in the preceding three years. The placement shall include wage employment, self-employment and continued higher education corroborated by valid evidences.

v. **Trained Trainers**: The institutions implementing Diploma/Diploma (Advanced) Qualifications shall only employ the trained trainers and master trainers with the following credentials:
- **For Trainers:** The entry requirement for a trainer has to be at least one level higher (preferably level 6 and above) and a minimum of 2 years of industry or training experience in the relevant domain (with at least 50% of such experience as industry experience). This shall be ensured by the concerned AB while establishing the minimum entry requirements. Further qualifications/requirements may be referred to as mentioned in the ToT guidelines released by NCVET from time to time.
- **For Master Trainers:** A master trainer is a person who is highly skilled and knowledgeable in a specific field and is responsible for developing trainers in those fields by imparting training and skills of higher order to such prospective trainers. Any certified trainer after 5 years of training experience (with preferably some industry experience) gets eligible to become a Master Trainer.

Further qualifications/requirements may be referred to as mentioned in the ToT guidelines released by NCVET from time to time.

vi. **Trained Assessors**: The institute implementing Diploma Qualifications must ensure that there is availability of trained assessors and assessment infrastructure as per NCVET Guidelines.

8.6.2.   Process for Approval: The approval process for ABs to run Diploma/Diploma (Advanced) Qualifications is outlined below:

STEP 1: Proposal Submission

The AB desirous of implementing the Diploma/Diploma (Advanced) Qualification will need to furnish a proposal in the "form for approval" template provided at **Annexure 4** detailing the basic details like institution name, nodal contact and compliance to other conditions for institutes like prior experience, industry linkages, arrangement for trainers, arrangement for assessors etc.

STEP 2: Examination of the proposal

The proposal received for the Diploma/Diploma (Advanced) qualification will be submitted to NSQC for approval along with the requisite non-refundable processing fee as prescribed by NCVET. NCVET shall review the same as per the Diploma/Diploma (Advanced) guidelines. NCVET may devise an internal mechanism to scrutinize the proposal and may invite external experts for necessary guidance and support. NCVET shall also create a pool of Subject Matter Experts (SMEs) for taking expert inputs as and when required by it. This pool shall contain members from academics, industry, government & other relevant groups.

STEP 3: Decision regarding approval

A communication regarding the approval or non-acceptance of the proposal, as the case may be shall be conveyed to the AB by NCVET. In cases, where approval is granted, the number of course wise seats based on the ABs proven capacity and credibility shall also be conveyed by NCVET.

STEP 4: NSQF Alignment and Approval of Diploma Qualifications

All the Diploma/Diploma (Advanced) Qualifications are to be aligned to NSQF and approved by the NSQC at NCVET.

After approval of the proposal of an AB regarding Diploma/Diploma (Advanced) Qualifications by NCVET as mentioned in step 3 above, following cases may arise:

Case I: Diploma/Diploma (Advanced) Qualifications already NSQF aligned and approved

In this case, an official order regarding the same shall be issued and displayed on NCVET website. The entire process of approval will take a total of 60 days starting from the day of submission of the complete proposal in the requisite format/template and a non-refundable processing fee by AB.

Case II: Diploma/Diploma (Advanced) Qualifications that are not NSQF aligned and approved

In this case, a Letter of Intent (LoI) will be issued conveying the number of course wise seats based on its proven capacity and credibility. However, the AB shall get the proposed Diploma/Diploma (Advanced) Qualifications NSQF aligned and approved as per standard NSQF norms/templates/SOPs/level descriptors defined by NCVET from time to time (visit www.ncvet.gov.in for details of the process). They will also comply with AICTE norms related to entry and duration. The concerned AB shall have to submit these Qualifications for NSQC approval within 30 days from the date of issue of LoI.

8.7. **Other Critical Operationalization Requirements:** One of the senior faculty members in the institute shall be appointed as the "Diploma Coordinator" who shall be the nodal authority for all communications and monitoring purposes.

8.7.1.   The instructional area will be of appropriate size as advised by AB with a batch size of maximum 30 students per batch. NCVET may allocate less than 30 seats to an institution based on its demonstrated capacity and quality. An institution shall be eligible for one batch per Diploma/Diploma (Advanced) Qualification. However, under exceptional circumstances institutions with proven capacity and reputation may be considered for the allocation of additional batches by NCVET.

8.8. **Recognition Period:** The initial tenure of NCVET recognition for implementation of Diploma/Diploma (Advanced) Qualifications shall be one (01) year. The number of batches in a year shall be approved by the NCVET based on the capacity of the AB concerned. Within the year of recognition to run a Diploma/Diploma (Advanced) Qualification by NCVET, an Awarding Body may initiate Diploma/Diploma (Advanced) batches in approved institute(s) in the months of January and/or May and/or September. Batches formed in this year's cycle shall complete the allocated duration i.e. 3 years for Diploma after 10th & 2 years for Diploma (Advanced) after 12th unless the batch/institution is derecognised by NCVET based on grave discrepancies reported and/or substantial gaps identified during monitoring.

8.8.1.   Such tenure shall be extended at the end of each year for a further period of one (01) year upon such request from the Awarding Body. This extension shall be based on the performance of the Awarding Body.

8.8.2.   Tenure of recognition for implementation of Diploma/Diploma (Advanced) Qualifications is subject to recognition of an entity as an Awarding Body by NCVET and its tenure to implement Diploma/Diploma (Advanced) Qualifications cannot go beyond its recognition as an AB by NCVET in any case.

8.8.3. Grant of recognition is subject to yearly monitoring. Based on the performance NCVET may take necessary corrective/punitive actions including discontinuation of recognition.

8.9. Fee

8.9.1. **Processing Fee:** An Awarding Body applying for approval to implement Diploma/Diploma (Advanced) Qualifications will be required to deposit a non-refundable processing fee of Rs. 25000/- per qualification through the prescribed process. This fee will remain the same for both the Diploma and Diploma (Advanced) Qualifications.

8.9.2. **Security Deposit**: Once an Awarding Body is granted approval by NCVET to implement Diploma/Diploma (Advanced) Qualifications it shall keep security money in form of a Fixed Deposit Receipt (FDR) in a bank till the completion of Diploma/Diploma (Advanced) Qualifications. Such security money shall be Rs. 5000 per seat based on the number of seats approved by NCVET. For example, if NCVET grants recognition to an entity to run a batch of 30 candidates the security money shall be 5000 multiplied by 30 i.e. 1,50,000/-. Such arrangement has been provided to safeguard the interest of the learners. It is to be kept in mind that this is not a fee which is charged from the Awarding Body, instead it is a deposit kept with the bank till the batch is running. Once the batch is over, there is no requirement to keep any such deposit.

8.9.3. **Fee from Learners:** An Awarding Body recognized by NCVET to implement Diploma/Diploma (Advanced) Qualifications must state a clear policy and norms regarding the fee which it will charge with respect to Diploma/Diploma (Advanced) Qualifications from the candidates/learners. Such policy/norms shall be very explicit and must be displayed on the website of the AB.

8.10. Curriculum Structure:
The curriculum of a Diploma/Diploma (Advanced) Qualification shall be designed in a manner that at least 60% and preferably more than 70% of the total curriculum consists of vocational skills. This shall include hands on training, on the job (OJT) training and apprenticeship which are sector-relevant and industry-vetted amongst other practical components. The relevancy and currency of curriculum shall be ensured for industry and job connect.

8.10.1. Apart from following the standard NSQF norms related to curriculum design development & approval, additional measures shall be established to enhance the role of industry participation while designing the curriculum of a Diploma/Diploma (Advanced) Qualification. A separate annexure for curriculum structure of a Diploma/Diploma (Advanced) Qualification shall be issued along with the Qualification File Template for NSQC approval by NCVET.

8.10.2. All the Diploma/Diploma (Advanced) Qualifications shall be in the National Occupational Standard (NOS) format based to enable clubbing of NOSs,

Qualifications, designing specializations, multiple entry multiple exit options and lateral entry options. This shall also enable creditization of NOSs and removal of duplicating content, if any.

8.10.3. Since the Qualifications shall be NOS based, curriculum for individual knowledge & understanding component of each NOS shall be designed separately. Therefore, the complete curriculum of a Diploma/Diploma (Advanced) Qualification shall correspond to all NOS especially for their Knowledge (K) and Understanding (U) components. This shall also enable easy clubbing of Qualifications of lesser duration & NOSs while designing a Diploma/Diploma (Advanced) Qualification and removal of duplicating contents which shall be further reflected in the curriculum.

8.10.4. All the Qualifications shall necessarily include the Employability Skills which include the skills required to make a candidate job ready. NCVET has approved NOSs on ES for Qualifications at different NSQF levels and of varying duration. Same shall be applicable to Diploma/Diploma (Advanced) Qualifications also. However, NCVET may require additional ES to be incorporated in the Qualifications at any time.

8.10.5. To maintain the standard and repute of Diploma Qualifications it is imperative that similar curriculum structure to that of AICTE & UGC Diploma programmes is followed. Therefore, in line with the UGC & AICTE curriculum structure, following elements must form part of curriculum design of Diploma/Diploma (Advanced) Qualifications also:

a. Basic Information like name, NSQF/NCrF levels, duration, credits, validity, entry requirements etc.
b. Key Learning Outcomes for each Module or NOS with following components:
     i. Knowledge and understanding
     ii. General, technical and professional Skills required to perform and accomplish tasks
     iii. Application of knowledge and skills
     iv. Employability Skills
c. Trainer & Assessor requirements along with their qualifications (academic/vocational) and experience, for engagement
d. List of Tools & Assessments
e. Mode of training – Module/NOS wise
     • This should necessarily include OJT/Project Work/Apprenticeship/Internship
f. Assessment Strategy

8.11. **Assessment:** The assessment process for Diploma/Diploma (Advanced) Qualifications shall be comprehensive and quality-assured. Only the top-performing AAs shall be eligible to conduct Diploma assessments based on their rating. Till such time that the ratings of AAs are published by NCVET, assessments shall be undertaken by the agencies notified by NCVET for this purpose. Additional measures shall be taken to infuse more norms & protocols with respect to the assessment of Diploma Qualifications. Such measures and the detailed assessment strategy are provided at **Annexure 5.**

8.12. Learning Content: Since the Diploma/Diploma (Advanced) Qualifications shall be for Vocational Education, Training & Skilling, they would mandatorily consist of at least 60% (recommended 70 percent) of skills component. The respective AB shall ensure that the content is available in the vernacular where it intends to impart the qualification. They shall ensure the content is compatible with the online mode, if possible, of learning to allow flexibility.

8.13. Award of Diploma: Certification shall be carried out as per the NSQF certification norms.

8.13.1. A NCVET recognized Diploma/Diploma (Advanced) for all purposes shall mean a diploma certification carried out by an Awarding Body authorized by NCVET to do so, as under the provisions and with effect from the date of issuance of these guidelines.

9. PROMOTING PATHWAYS TO DIPLOMA

9.1. ABs shall create enabling provisions for learners to club the related qualifications completed over years of learning through credit accumulation & transfer to acquire a Diploma/Diploma (Advanced) Qualification, subject to fulfilment of entry requirements as given in para 8.2 above and compliance with structural design as mentioned in para 8.3 above. Such clubbing and creation of pathways might also require development of bridge courses by ABs. Keeping in view the provisions of NCrF, respective ABs shall develop policy on clubbing of qualifications, assessment strategies regarding the same and other related aspects and submit the same to NCVET before implementation. Providing for pathways to Diploma Qualifications shall make other NSQF qualifications also aspirational by providing them with an additional progression route and promoting lifelong learning as envisaged in NEP 2020.

10. MONITORING

10.1. All the ABs implementing Diploma/Diploma (Advanced) Qualifications shall be subjected to NCVET Guidelines for Recognition & Regulation. Additionally, NCVET may prescribe extra parameters & compliances for institutions running these qualifications which may include provisions like a third-party inspection.

11. PROGRESSION

11.1. The Diploma qualifications have a natural progression to Diploma (Advanced) in the relevant field. Prospects of lateral entry and progression of Diploma/Diploma (Advanced) holders in higher-level educational programs will also be explored through consultations with AICTE and UGC.

12. GRIEVANCE REDRESSAL

12.1.   A learner shall be able to register his/her grievance with respect to training, assessment, certification etc. with NCVET as per the grievance redressal policy of NCVET available at NCVET website (www.ncvet.gov.in). Similar provisions for institutions and ABs to register and get redressal for their grievances are available in the mentioned guidelines.

ANNEXURE 1: COMPOSITION OF COMMITTEE AND ToR

A.   Composition of the Committee for the formulation of guidelines on the approval of NSQF alignment of Diploma / Advanced Diploma qualifications

1.   Dr. Vinita Aggarwal, Executive Member, NCVET   Chairperson

2.   Representative of UGC, Member

3.   Representative of AICTE, Member

4.   Representative of DGT, Member

5.   Representative of NIELIT, Member

6.   Representative of MSDE, Member

7.   Representative of PSSCIVE, Member

8.   Representative of FICSI, Member

9.   Representative of Agriculture SSC, Member

10.   Representative of NASSCOM, Member

11.   Representative of Tourism & Hospitality Skill Council, Member

12.   Representative of Leather Sector Skill Council, Member

13.   Col Santosh Kumar, Director, NCVET, Member Secretary

B.   The detailed Terms of Reference (TOR) of the committee shall be as follows: -

i.   To identify parameters for delineating qualifications which can be categorized as Diploma / Advanced Diploma qualifications under NSQF.

ii.   To frame a mechanism for clearly establishing the type of Diploma/Advanced Diploma Qualifications falling under the purview of Vocational Education & Training (VET) & Skills, thereby clearly segregating the regulatory scope of academic education, technical education & VET/Skills.

iii.   To suggest process and procedure of approval and NSQF alignment of Diploma / Advanced Diploma qualifications pertaining to VET and skill domain.

iv.   To lay down various standardized parameters like duration, entry requirements, completeness, levels, etc., for such qualifications.

v.   To work out interlinkages and mechanisms to establish equivalence between Diploma / Advanced Diploma qualifications of various regulators like UGC, AICTE and NCVET.

vi.   To lay special infrastructure/staff, processes and content requirements of TPs of ABs who could be authorised to offer such courses.

vii.   To formulate guidelines for NSQF alignment and approval of qualifications based on 2(a) to (e) above.

viii.   To consider any other related matter, if any

ANNEXURE 2: CURRENT DIPLOMA ECOSYSTEM IN INDIA

1) All India Council for Technical Education (AICTE):

a) Diploma Engineering (Polytechnic): These are the Diploma programs offered largely in the fields of Engineering leading to a specified vocation. The curriculum of such programs is available for Universities, State Technical Education Boards, and Institutions for updating and adoption. These are

i) Diploma Programmes:
- Largely, the duration of a Diploma programme is either 3 or 4 years after passing class 10th depending upon the field. However, there are few exceptional fields where the entry requirement is a 12th class pass with a duration of 2 or 3 years like hotel management & pharmacy.
- Generally, there is a provision of lateral entry for 12th pass candidates into the diploma programmes where the entry requirement is 10th class pass.
- Post completion of diploma after class 12th class there is also a provision for lateral entry into engineering degree programs.
- A few examples of such Diploma Programmes are as given below:
    - Diploma in Pharmacy is of 2 years for class 12th pass candidates
    - Diploma in Architectural Assistantship is of 3 years for class 10th pass candidates
    - Diploma in Engineering and Technology is of 3 or 4 years for class 10 pass candidates

ii) Post Diploma Programmes: Post Diploma programs can either be of 18 months, or 2 years duration. The minimum eligibility for such programs is having passed the Diploma programs.

https://www.aicte-india.org/sites/default/files/approval/2023-24/APH%202023%20-%2024.pdf

b) Existing guidelines for the establishment of new technical institution Requirements and Eligibility

i. The Promoter Trust/ Society/ Company shall have the Land as required and its Lawful possession with clear title in the name of the Promoter Trust/Society/Company on or before the date of submission of the application.

ii. Requirements for Technical Institutions shall be as per the norms specified in Chapter VII of the Approval Process Handbook.

iii. The building plan for the entire duration of the Programme(s) of the Institution shall be prepared by an Architect registered with the Council of Architecture/ Licensed Surveyor and shall be approved by the Competent Authority as designated by the concerned State Government/ UT. However, buildings for

the First Year should be completed in all respects as per the Infrastructure requirements.

iv. The Head of the "Technical Institution" shall be named as the "Principal/ Director" having qualifications as per AICTE norms as defined for Principals in a Programme of the Technical Institution.

c) **Vocational:** AICTE approves the technical institutes that are willing to run B.Voc./ D.Voc/ Diploma of Skill (D.Skills). AICTE-approved Technical Institutions are eligible to implement these courses.

i) **Bachelor of Vocation B.Voc:**

The duration of the B.Voc program is 3 years and the eligibility for joining the B.Voc program is a Class 12 pass. There are options of multiple entry multiple exit (ME-ME) in a B.Voc program -

- if a candidate exits the programme after completing the first year he/she is granted a Certificate; and
- if the exit is after completing the second year then a certificate of Diploma is awarded to the candidate. These are pegged at NCrF/ NSQF levels 4.5 & 5 respectively.

ii) **Diploma of Vocation D.Voc (Under revision):**

The duration of the D.Voc program is 3 years and the eligibility for joining the D.Voc program is Class 10 pass. The awarding body is the Board of Technical Education. On completion of D.Voc, students may take lateral entry in 2nd year of Engineering in the same or allied sector.

iii) **Diploma of Skills D.Skills:**

The duration of the D.Skills program is 3 years and the students who have not passed Class 10 are eligible for this program. The awarding body is the Board of Technical Education. Currently there is no equivalence and vertical mobility for Diploma of Skill (D.Skills).

iv) **Post Graduate Diploma:**

These are Diploma programmes offered after graduation for a duration of 2 years. In some cases, the duration might be less than 2 years (eg. Executive programmes) but in all cases it is more than 1 year. These programmes are considered equivalent to a post graduate degree.

2) University Grants Commission (UGC):

Diploma/certificate courses are not specified by UGC. However, universities can run the diploma / certificate courses with due approval of its governing councils/statutory council wherever required. However, for BVoC programmes, UGC has specified Guidelines which allow grant of Diploma & Diploma (Advanced) for students exiting after completing 1st & 2nd year respectively.

3) Others:

Private institutions granting diploma certificates to learners which are not covered under AICTE norms.

ANNEXURE 3: DIPLOMA/DIPLOMA (ADVANCED) UNDER VARIOUS REGULATORS

AICTE Diploma Type	NCVET Diploma Type	Entry Requirement	Duration	NCrF Level	Credits/year	Credit Points Earned
Diploma Engineering*	Diploma	10th Pass	3 years/3600 Hrs.	3.5	40	140
				4	40	160
				4.5	40	180
						Total:480
Lateral Entry in Diploma Engineering	Lateral Entry in Diploma	12th pass in relevant subject or 2 year NTC/NAC after 10th in relevant trade	2 years/ 2400hrs	4	40	160
				4.5	40	180
						Total: 340
UG Diploma	Diploma (Advanced)	12th pass	2 years/2400 hrs.	4.5	40	180
				5	40	200
						Total:380
Post Diploma	-	Diploma pass	18 months to 2 years	5.5	40	220

* Some exceptional Diploma Programmes of AICTE like Hotel management & Pharmacy have entry requirements as 12th Pass with varying duration.

** The lateral entrant will enter into 2nd Year of diploma of AICTE

ANNEXURE 4: TEMPLATE OF 'FORM FOR APPROVAL'

Form for Approval of Qualifications	
I. Basic Details	
1. Name of the institution	
2. Address	
3. Nodal Contact Person	
4. Contact Number	
II. Qualification details	
5. Name of the Proposed Diploma/Diploma (Advanced) Qualification	
6. Proposed Duration	
7. Proposed Entry Requirements	
8. Whether this Qualification is approved and/or implemented by ● **AICTE or UGC** **OR** ● **Any other institution/university/college regulated by AICTE/UGC** **If yes, pls mention the details**	
9. Whether the qualification is already NSQF- aligned? Yes/No	
10. If yes, the date of approval and validity	
11. Justification **(Need to implement said qualification)**	
12. Batches and no of seats being applied for	
13. Number of trained trainers, master trainers, and ToT. **Also, indicate the qualification of trainers**	
14. Detailed assessment strategy and tools including blended learning ratio (table mentioned)*	
15. Arrangement for trained assessors and ToA	
16. Arrangement for learning content	
III. Recognition and Type	
17. Existing Affiliation/Recognition	
18. Type of institution (as per the types mentioned in 8.6.1.A)	

IV. Prior Experience and Industry Tie-ups

19. Prior Experience and Placement for the last three years

S.No	Qualification Name	No. of Candidates Trained and Placed								Total
		Year 1			Year 2			Year 3		
		Trained (A1)	Placed (B1)	Placed % (C1)	A2	B2	C2	A3	B3	C3	

20. Evidence of industry tie-ups of AB in the sector/sub-sector of proposed qualification	

V. Infrastructure

Existing Infrastructure

21. Geotagged snapshot	
22. Total Area	
23. No. of classroom	

VI. Human Infrastructure

24. Permanent faculty	
25. Outsourced faculty	
26. Administrative staff	

VII. Infrastructure for Tools and Equipment

27. No. of laboratories	
28. Internet connectivity	
29. List of tools and equipment as per the qualification	

ANNEXURE 5: ASSESSMENT OF DIPLOMA/DIPLOMA (ADVANCED) QUALIFICATIONS

1. Assessment Strategy:

The assessments for the Diploma Qualifications shall be carried out in the following manner.

1.1. For Dual Category Awarding Bodies:

The assessments shall be carried out by the assessment wing/department of the Awarding Body. However, the firewall arrangements mentioned in the NCVET AB guidelines shall be ensured by the concerned AB.

1.2. For Standard Category Awarding Bodies:

The assessments shall be carried out by independent third-party NCVT- recognized assessment agencies. All the norms and procedures as specified under NCVET AB, AA, and Blended Learning Guidelines shall be adhered to. Since Diploma and Diploma (Advanced)s are long-term training programs, there shall be a requirement of continuous formative assessment of the candidates which is conducted internally on a regular and continuous basis in an independent and fair manner. Therefore, in addition, the concerned Awarding Body shall establish a separate and independent internal assessment wing/department for internal formative assessments of the candidates. The wing will also be responsible for assessment record keeping and shall be monitored periodically by NCVET.

1.3. The requisite infrastructure as detailed in the qualification and as required for assessment tools and methodologies mentioned in NCVET Blended Learning guidelines shall be ensured. The Awarding Bodies shall also lay down the minimum criteria in terms of education and industry experience for the assessors.

1.4. The ABs shall also ensure that all the assessors are duly trained and may prescribe mandatory industry representation for appropriate qualifications during assessments.

1.5. As explained above the ABs shall carry out the formative assessments of the candidates during the course of qualification. However, a summative assessment at the end of the course shall be undertaken in which successful passing by the candidate shall be mandatory to qualify the Diploma/Diploma (Advanced) program.

1.6. The concerned Awarding Body shall prepare a training & assessment calendar at the beginning of the session and publish it on its website. There should be a mechanism for fair allocation of an Assessment Agency/Assessors for conducting assessment for the particular batch based on job-role, sector and geography. The assessment should be conducted before the official end of the course duration. The assessment results should be published within 2 months from the last date of the entire examination

schedule. The certificates to be distributed to the successful candidates within 1 month from the date of declaration of assessment results. The AB shall approve the pool of questions biannually and question banks quarterly which are prepared by AAs for the Diploma Qualifications.

1.7. The AB implementing the Diploma/Diploma (Advanced) qualifications shall clearly spell out the detailed assessment strategy related to that particular qualification while submitting the Qualification File for NSQF alignment and approval. This strategy shall be developed keeping in mind the individual requirements of the qualification, the NCVET AA and Blended Learning guidelines and AICTE/UGC norms.

2. Assessment Types

2.1. The process of formal written examinations in the assessment process now is getting redefined. The online examinations play a major role in the process of assessment these days. The assessment can be classified into Diagnostic, Formative, Summative, Ipsative, Norm referenced, Criterion referenced, Peer- to-peer randomized and self-assessments. The assessment of vocational skills qualifications is a combination of online/paper-based assessment together with a practical exam.

3. Assessment Tools:

The assessment process shall use a combination of following tools / processes as follows.

a) Offline assessments and examination
b) Assessments of learning are usually grade-based, and may include class tests, quiz, written exams, viva-voce, portfolios, final projects, and standardized tests, confirmative assessment.
c) LMS based Proctored content delivery with in-build continuous/ formative/summative assessment to check learning outcomes. It is suggested to use an Open source LMS product, with creation of SCORM compliant content for interoperability.
d) Online Question Bank: multiple-choice, pictographic inferential, matching, sequence hotspot, True/false, fill-in-the-blanks, file upload and essay.
e) Group Examinations
f) On-demand Examinations: Offer examinations on demand to offer more flexibility and student centricity.
g) Assessment tools with built-in controls used for checking students' attention, understanding and assimilation of the subject.
h) Assessment Engine with facility to check for learning outcomes.
i) Proctored Open book examination: offline or online.
j) Minor / Major project work execution and evaluation.
k) Viva-Voce: offline, online.
l) Evaluation Interviews: offline, online.
m) Proctored Online with built-in controls, biometrics, security, evaluation etc.
n) Examination with built-in controls, biometrics, security, evaluation etc.
o) AR/VR/XR may also be used for assessments