



Chowgule Education Society's
Parvatibai Chowgule College of Arts and Science
Autonomous

Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

AO:22 ORDINANCE RELATING TO THE DEGREE IN BACHELOR OF VOCATION (B.Voc.) (Effective from the Academic Year 2025-2026)

AO: 22 Introduction

The National Education Policy seeks to provide to all students, a quality education system, instilling knowledge of India and its varied social, cultural, and technological considered critical for purposes of national pride, self-confidence, self- knowledge, cooperation, and integration. This is achieved by establishing equivalence and mobility between general education and vocational education and training/ skilling so that lifelong learning, recognition of prior learning, multiple entry and exit, and continuous professional development is encouraged.

The Ordinance for the Bachelor in Vocation (B.Voc.) Programme for Parvatibai Chowgule College of Arts and Science (Autonomous) is based on National Credit Framework (NCrF) under the preview of National Education Policy (NEP) 2020 which is a comprehensive framework integrating learning on all dimensions i.e. academics, vocational skills, and experiential learning.

22.1: National Credit Framework (NCrF) as One Single Meta Framework

The National Credit Framework (NCrF) is the one single Meta Framework for creditization of all types of learning and integrating credits earned from academics, vocational education & training/ skilling and experiential learning including work experience. The basic principles and provisions of National Credit Framework (NCrF) would apply to all the qualification frameworks like National Higher Education Qualification Framework (NHEQF) and National Skills Qualification Framework (NSQF). NSQF is a national competency outcome-based skill framework that provides for multiple pathways, horizontal as well as vertical to facilitate mobility both within vocational education and training/ skilling and general education thus linking one level of learning to another higher level. The NSQF facilitates the awarding of credit and supports credit transfer and progression routes within the Indian Education and Training system. NCrF would be operationalized through Academic Bank of Credits (ABC).

22.2: NCrF Credit Levels

To align with the international best practices being followed with respect to assigning credit levels, the maximum levels within NCrF shall uniformly be up to level 8. The

assignment of Credit levels under NCrf will be based on the cumulative numbers of years of learning with assessment. For the Vocational Education, Training and Skilling, the NCrf credit levels are from level 1 to 8 wherein the level 1 is of lowest level of competence and complexity while level 8 indicates highest level of competence and complexity. The higher education shall be from credit level of 4.5 upto level 8.

The 3-year Bachelor of Vocation Degree Program shall have credit levels from 4.5 to 5.5, whereas for a 4-year Honors/Honors with Research Programme in Vocation it shall be upto level 6. The Undergraduate 1st -year will be of level 4.5, Undergraduate 2nd -year of level 5, Undergraduate 3rd -year of level 5.5 and Undergraduate 4th -year of level 6.

22.3: Provisions for providing Skill-Based Education Under National Skill Qualification Framework (NSQF) for Higher Education:

The skill-based Bachelor of Vocational programme shall have a mix of General Education Component and skill components in which 30% - 40% of the total content shall be of general nature including language courses while the remaining 60% - 70% of the content shall be on skill development. The following formula shall be used for conversion of time into credit hours.:

- a. Skill Component: The skill component should have a minimum of 60% to 70% of the total credits. The skill component will include practical classes in laboratories / workshops, internships, apprenticeships and any other forms of hands-on training.
- b. General Education Component: The balance credits of the program i.e. 30% to 40% are of general component. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education.

22.4: Credit and Credit Points under National Credit Framework:

'Credit' is recognition that a student has completed a prior course of learning, corresponding to a qualification at a given level. For each such prior qualification, the student would have put in a certain volume of institutional or workplace learning, and the more complex a qualification, the greater the volume of learning that would have gone into it. Credits quantify learning outcomes that are subject achieving the prescribed learning outcomes to valid, reliable methods of assessment.

The minimum number of credits a student can earn for a 3-year Undergraduate Degree Programme in Bachelor of Vocation shall be 120 whereas for a 4-year Honors Programme in Vocation shall be 160. Each semester shall be of minimum 20 credits each.

The **credit points** provide a mechanism for describing and comparing the learning outcomes

achieved. The credit points can be calculated as credits attained multiplied with the credit level. Example: A 1st-year undergraduate Bachelor of Vocation student of semester I, shall earn $20 \times 4.5 = 90$ credit points.

22.5: Total Notional Learning Hours in a Year for Assignment of Credits.

In accordance with NEP 2020, under the National Credit Framework (NCrF), the total Notional Learning Hours for assignment of credits for vocational education & training/skilling shall be 1200 hours per year for which the students shall be awarded 40 credits.

Notional hours represent an estimate of the total time that an average student would need to dedicate to complete a specific course, module, or unit of study. This includes all aspects of learning process, such as attending lectures, participating in seminars or workshops, completing assignments or projects, and studying independently.

Thus, 20 credits shall be awarded for a six-months semester with 600 Notional Learning Hours. Assignment of credits is independent of the streams, subjects or any learning and is subject to achieving the prescribed learning outcomes at a particular NCrF credit level posts successful assessment. Students also have the flexibility to take courses/ programs/subjects/projects beyond 40 credits (within the curricular design) to get additional credits. For calculations under the National Credit Framework (NCrF), **30 notional learning hours will be counted as one Credit i.e. $1200/ 40 = 30$ hours.**

For the purpose of learning 01 credit theory shall be equivalent to 30 Notional Learning Hours which includes 15 contact hours and the remaining 15 hours shall include all aspects of learning process outside the classroom teaching. For the purpose of practical sessions 01 credit practical shall be equivalent to 30 hours.

22.6: Components of Learning Hours

The learning shall not be limited to only the instructional hours but also encompass all the other activities in the educational institutions, earlier categorized as curricular, co-curricular, and extra-curricular for the purpose of assignment of credits and credit levels. In the true spirit of National Education Policy 2020, the total outcome-based learning hours for credits shall, subject to assessment, as described by the college Internal Quality Assurance Cell (IQAC).

Thus, under the National Credit Framework (NCrF) every learning can be credited subject to achieving the prescribed learning outcomes is determined by successful assessment. For earning credits, the following shall be applicable:

- i. The course/ qualification should be NSQF/ NHEQF aligned and approved with a defined

NCrF level, clearly indicating the desired outcomes expected.

- ii. Experiential learning will be a part of the curricular structure of vocational program. e.g., projects/On Job Training (OJT)/internship/industrial attachments etc.: This will be within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment. As internship/ summer project undertaken shall be a part of the curricular structure, the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.
- iii. In case of online programs such as those being offered through MOOC (Massive Open Online Courses), National Programme on Technology Enhanced Learning (NPTEL) or Swayam Platform shall follow the college NEP 2020 Ordinance.

22.7: Assessment Bands:

The credit framework is based on the basic principle that credits are a function of achieving the desired learning outcome/s for a program/ course/training determined by the successful assessment. No credit can be earned by the student unless the student is assessed for the achievement of the desired competencies and outcome of a program. The assessment is mandatory for earning credits for all types of learning and progression. The assessments may include routine/ regular assessment after completion a program/course.

Assessment is compulsory after each academic year/ semester/session and also after a skilling course to enable implementation of multiple entry-multiple exit (ME-ME) options, which would normally be available at the end of each academic year. The student will be earning credits after every semester/ year/completion of a vocational program which they go through.

For the purpose of Learning Assessment, Academic Ordinances AO-20 of the institute governing the National Education Policy 2020 based on the Curriculum and Credit Framework for Undergraduate Programme (CCFUP) shall be applicable.

Table 1: NCrF levels for different Grades/Vocational Education & Training/Skilling and Assessment Band

Academic Band/ Notional Hours of learning per year	Academic Grades/Levels	Vocational Education Short Term Training (STT)	National Credit Framework (NCrF) Levels	Credits earned/ year	Credit Points Earned	Assessment Stage and Equivalence
4-year UG with Honors OR 3-year UG (1200 notional hours/year)	4-year UG with Honors PG- 1 st year	NSQF Level 6 STT	6.0	40	240	UG-Degree (Honors)/PG-Diploma
	UG – 3 rd year	NSQF Level 5.5 STT	5.5	40	220	UG-Degree

	UG 2 nd year	NSQF Level 5 STT	5.0	40	200	UG-Diploma
	UG -1 st	NSQF Level 4.5	4.5	40	180	UG-Certificate
	year/equivalent	STT				

22.8: Credit Accumulation

a. Credits Accumulation

The credits shall be earned by each student and learner after going through the course qualification or program subject to assessment. The credits would be given for every kind of learning which are for each subject or qualifications. These credits can be accumulated Indian Academic Bank of Credits.

Accordingly, at any point of time, the overall credit points accumulated by a student shall be calculated as 'total credit points earned' multiplied by the 'weightage assigned to the relevant experience acquired by the student'.

E.g. A student completing 1st-year undergraduate B.Voc. Programme and 2nd -year undergraduate B.Voc. Programme earns 40 credits for each level of learning. The credit points accumulated by the learners would be $4.5 \times 40 = 180$ and $5 \times 40 = 200$ for each level. Therefore, the accumulated credit points for the assessment band (NCrF level 4.5 and 5) equals 380.

b. Credits Storage

Credits accumulated by an individual shall be stored through Academic Bank of Credits (ABC) as envisaged under by NEP. ABC shall enable an individual to digitally keep record of all the learning acquired and accumulated throughout life in a common account.

22.9 : Establishing academic equivalence within and between General Education and Vocational Education and Training/ Skilling:

One of the objectives of the National Credit Framework is to establish equivalence between various streams of education by ensuring equivalence between different types of existing programs/ qualifications and this equivalence sets the base for establishing eligibility of students and/ or establishing multiple entry and exit pathways. The following shall be the basic principles to follow while establishing equivalence:

- i. The student must have accumulated credit required for a particular level either through regular informal and formal education, vocational education and training/ skilling or through relevant work experience or a combination of all.
- ii. Equivalence is possible only within the same assessment band.

- iii. The student would need to clear/pass the previous assessment band in order to move to the next assessment band
- iv. The accumulated credits are with respect to each assessment band.
- v. For establishing equivalence (including academic) for a level, the requirement of any additional learning will be defined by the college.

Example: 1st year UG and 1st year BE/ B.Tech to be treated equivalent for seeking admission in thesecond year of any UG program.(with/ without any bridge courses)

22.10: Establishing Multiple Entry and Multiple Exit (ME-ME) Pathways:

The credit transfer mechanism will enable a student to enter and exit the educational ecosystem, at any point of time. In such cases due weightage is given to work experience gained or any other training undertaken by the learner.

For enabling entry for vocational progression:

- a. The student has acquired and accumulated the requisite credit points needed for moving to a from the adjacent (lower) assessment band.
- b. The exchange or transfer of credits from another institute without the need for further equivalence certificate for each student shall be allowed only based on the policy adopted by the college. If allowed, the college may supplement the program with a bridge course.
- c. The admission to the Program is subject to the terms and conditions specified by the college from time to time.
- d. As regards the assessment of the students with exceptional achievements/ performance in games and sports, performing/ fine arts, Social Work, NCC, other similar subjects/ category is concerned, the same can be defined/ prescribed based on their level of competition (State level/ National level, International level/Commonwealth/ Olympics/ World Championships etc.), the level of representation (District/ State/ National/ International), medal/ distinction achieved in team/ individual events, and such exceptional performance can be treated equivalent to an assessment as approved by the concerned Department Faculty Council (DFC) and college IQAC

Table 2: Multiple Entry-Multiple Exit (ME-ME) pathways

Academic Level	Entry Qualification	Exit Qualification and Credits required for the Level	National Credit Level (NCrF)
Under-Graduate 1st year (B. Voc)	12 th pass certificate or equivalent state of education	Under-Graduate Certificate will be awarded and minimum 40 credit-hours followed by an exit 4-credit skill-enhancement course	4.5
Under-Graduate 2nd year (B. Voc)	Under-Graduate Certificate	Under-Graduate Diploma will be awarded and minimum of 80 credit-hours followed by an exit 4-credit skill-enhancement course	5
Under-Graduate 3rd Year (B. Voc)	Under-Graduate Diploma	Bachelor Degree will be awarded and minimum of 120 credit-hours	5.5
Under-Graduate 4th Year (BVoc)	Bachelor's Degree (3 year)	Bachelor's degree (Honors); and minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5, 5.5 and 6	6

22.11: Course Structure for 4-year Undergraduate Programme in Bachelor of Vocation

Table 3: Course Structure for 4-year Undergraduate Programme in Bachelor of Vocation (40%General Education Component and 60% Skill Component)

NCrF /NSQF Level	Academic Level	Semester	General Education Component (credits)	Internship /On Job Training (OJT) credits	Skill Component credits	Project credit	Credits	Notional Learning Hours	Credit points earned	Assessment Stage and Equivalence
4.5	Under-Graduate 1 st year	I	10		10		40	1200	180	UG Certificate (40 credits) at exit 4-credit skill-enhancement course
		II	10		10					
5	Under-Graduate 2 nd year	III	08		12		40	1200	200	UG Diploma (80 credits) At exit 4-credit skill-enhancement course
		IV	08		12					
5.5	Under-Graduate 3 rd Year	V	06	02	08	04	40	1200	220	UG Degree (120 credits)
		VI	06	02	08	04				

6	Under-Graduate 4 th Year	VII	08		12		20	600	120	UG Degree Honors (160 credits)
		VIII	08	02	10		20	600	120	
Total credits			64	06	82	08				

01 credit Theory = 30 Notional Learning Hours. Includes 15 contact hours; remaining 15 hours shall include aspects of learning process outside classroom teaching.

01 credit Practical = 30 Hours.

At Semester I of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 10 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 10 credits.

At Semester II of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 10 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 10 credits.

At the end of 1st-year the student shall be awarded Under-Graduate Certificate with minimum 40 credits. At exit the student must undergo a 4 credit Skill-Enhancement course of 4 credits.

At Semester III of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 08 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 12 credits.

At Semester IV of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 08 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill

component shall be 12 credits.

At the end of 2nd-year the student shall be awarded Under-Graduate Diploma with minimum 80 credits. At exit the student must undergo a 4 credit Skill-Enhancement course of 4 credits.

At Semester V of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each of the total 08 credits. In addition, the student must complete 04 credits in Project and 02 credits Internship/On Job Training. The total number of credits for Skill component shall be 14 credits.

At Semester VI of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each of the total 08 credits. In addition, the student must complete 04 credits in Project and 02 credits Internship/ On Job Training. The total number of credits for Skill component shall be 14 credits.

At the end of 3rd -year the student shall be awarded Under-Graduate Degree with minimum 120 credits.

At Semester VII of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 08 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 12 credits. The total number of credits for Skill component shall be 12 credits.

At Semester VIII of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 08 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 10 credits. In addition, the student shall do Internship/ On Job Training of 02 credits. The total number of credits for Skill component shall be 12 credits.

At the end of 4th-year the student shall be awarded Under-Graduate Honors with minimum 160 credits.

Table 4: Course Structure for 4-year Undergraduate Programme in Bachelor of Vocation (30%General Education Component and 70% Skill Component)

NCrF /NSQF Level	Academic Level	Semester	General Education Component (credits)	Internship/On Job Training (OJT) credits	Skill Component credits	Project credits	Credits	Notional Learning Hours	Credit points earned	Assessment Stage and Equivalence
4.5	Under-Graduate 1 st year	I	06		14		40	1200	180	UG Certificate (40 credits) at exit 4-credit skill-enhancement course
		II	06		14					
5	Under-Graduate 2 nd year	III	06		14		40	1200	200	UG Diploma (80 credits) At exit 4-credit skill-enhancement course
		IV	06		14					
5.5	Under-Graduate 3 rd Year	V	06	02	08	04	40	1200	220	UG Degree (120 credits)
		VI	06	02	08	04				
6	Under-Graduate 4 th Year	VII	06		14		20	600	120	UG Degree Honors (160 credits)
		VIII	06	02	12		20	600	120	
Total credits			48	06	98	08				160

01 credit Theory = 30 Notional Learning Hours. Includes 15 contact hours; remaining 15 hours shall include aspects of learning process outside classroom teaching.

01 credit Practical = 30 Hours.

At Semester I of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall

constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 14 credits.

At Semester II of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 14 credits.

At the end of 1st-year the student shall be awarded Under-Graduate Certificate with minimum 40 credits. At exit the student must undergo a 4 credit Skill-Enhancement course of 4 credits.

At Semester III of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 14 credits.

At Semester IV of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 14 credits.

At the end of 2nd-year the student shall be awarded Under-Graduate Diploma with minimum 80 credits. At exit the student must undergo a 4 credit Skill-Enhancement course of 4 credits.

At Semester V of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each of the total 08 credits. In addition, the student must complete 04 credits in Project and 02 credits of Internship/On Job Training. The total number of credits for Skill component shall be 14 credits.

At Semester VI of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each of the total 08 credits. In addition, the student must complete 04 credits in Project and 02 credits of Internship/On Job Training. The total number of credits for Skill component shall be 14 credits.

At the end of 3rd -year the student shall be awarded Under-Graduate Degree with minimum 120 credits.

At Semester VII of the total 20 credits to be earned, a student shall do two/three/four General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of two/three/four courses of 04 credits each. The total number of credits for Skill component shall be 14 credits.

At Semester VIII of the total 20 credits to be earned, a student shall do three General Education Component (GEC) Courses of 06 credits. This will include curricula which are supportive to the core trade in addition to communication skills, soft skills, digital skills, critical thinking, problem solving skills, environmental studies, and value education. The Skill Component shall constitute of three courses of 04 credits each of total 12 credits. In addition, the student must complete 02 credits of Internship/On Job Training. The total number of credits for Skill component shall be 14 credits.

At the end of 4th-year the student shall be awarded Under-Graduate Honors with minimum 160 credits.
