

## Assessment and Creditisation of Apprenticeship under NATS

### Introduction

In the realm of vocational education and training, the concept of credit points is fundamental to structuring and recognizing apprentices' achievements. Credit points provide a standardized way to measure and validate the learning and skills acquired during an apprenticeship, ensuring that the training received aligns with industry standards and educational requirements. This system not only helps in tracking progress but also plays a crucial role in the portability and recognition of qualifications across different regions and sectors.

The New Education Policy (NEP) 2020 introduced by the Government of India aims to overhaul the Indian education system, including vocational and technical training. A crucial aspect of this overhaul is the integration of a robust credit framework for apprentices. This framework is designed to enhance the flexibility, recognition, and quality of apprenticeship programs, aligning them with broader educational and vocational goals.

The NCrF provides for creditisation of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction and establishes academic equivalence between vocational & general education; enables mobility within & between them, and its operationalizing through the Academic Bank of Credits (ABC). The NCrF relies on a unified approach across the education and skilling frameworks enabling the education and skilling ecosystem in implementing a comprehensive credit-based framework. While catering to multi-disciplinarity and holistic education across sciences, social sciences, arts, humanities and sports, NCrF enables multiple entry - multiple exit (MEME) pathways in general & vocational education; ensures flexibility for students to choose their learning trajectories and career choices, including option for mid-way course correction or modification, as per their talents and interests; NCrF also recognizes blended and online learning, thus promotes extensive use of technology in teaching and learning, especially in vocational education, training and skilling for removing barriers while also improving access and opportunities for Divyangs. NCrF will enable transformation of India by providing high quality education opportunities integrated with effective skills to reap the demographic dividend making education and skilling truly aspirational.

The credit system is designed to be in line with formal education frameworks such as the National Skills Qualification Framework (NSQF) and the National Higher Education Qualification Framework (NHEQF). The **Academic Bank of Credits (ABC)** is a digital repository that allows students to store and transfer credits earned from various educational institutions, facilitating seamless mobility across different levels of education.

Further, the vision of the Prime Minister of India regarding the credit framework for apprentices is rooted in a broader commitment to reform and modernize India's educational and vocational training systems. This vision is aligned with the goals outlined in the New Education Policy (NEP) 2020 and seeks to address the evolving needs of the workforce and the economy.

### Video of Honorable Prime Minister of India (if any)

### What are Credit Points?

The total **Notional Learning Hours** for assignment of credits across school education, higher education and vocational education /skilling have been agreed to be **1200 Hrs per year** for which the students/learners shall be **awarded 40 Credits**. For credit calculations under National Credit Framework (NCrF), 30 notional learning hours will be counted as one Credit. However, the assignment of credits is independent

of the education streams, subjects or type of learning, subject to assessment. The students/ learners may take additional courses/ programs/subjects/projects beyond 40 credits to get additional credits for the same.

### **Purpose and Benefits**

1. **Standardization:** Credit points provide a standardized measure of learning outcomes, making it easier to compare qualifications across different institutions and regions. This is particularly important in an increasingly mobile workforce, where apprentices might move between locations or industries.
2. **Transparency:** By assigning credit points to specific units of learning or competencies, apprentices can clearly see how their training translates into recognized qualifications. This transparency helps in setting clear goals and understanding how each component of their apprenticeship contributes to their overall qualification.
3. **Flexibility and Recognition:** Credit points facilitate a modular approach to training, allowing apprentices to accumulate credits in various areas. This modularity enables apprentices to build qualifications incrementally, and it also allows for the recognition of prior learning or work experience. For example, if an apprentice has completed certain modules or units during apprenticeship, they might be able to transfer those credits towards their current qualification.
4. **Pathways to Further Education:** Accumulated credit points can often be used as a steppingstone to further education or advanced qualifications. For instance, an apprentice who has acquired a certain number of credit points in their vocational training might be eligible for advanced standing in higher education programs or additional certifications.

### **Implementation in National Apprenticeship Training Scheme (NATS)**

Credit points are typically integrated into NATS through a combination of on-the-job training and formal education. The specific number of credit points awarded for each component varies depending on the industry sector and the complexity of the tasks involved/Apprenticeship courses. For example:

- **On-the-Job Training:** Apprentices earn credit points based on the skills and competencies they demonstrate while working. This practical experience is usually assessed by supervisors and aligned with industry standards.
- **Classroom Learning:** Academic or theoretical components of the apprenticeship, such as workshops or classroom sessions through online mode (MOOCS), also contribute to credit points. These sessions are designed to gain foundational knowledge needed for all professionals that complements the hands-on experience gained in the workplace.

### **Assessment and Creditsation**

Assessment of credit points in NATS involves evaluating both the practical and theoretical components of the apprenticeship. This is typically done through a combination of practical assessments, examinations, and performance reviews. BoPT(ER) and NITTTR, Kolkata as accreditation bodies oversee this process to ensure consistency and fairness.

### **Benefits of Credit Points**

Credit points in NATS help align educational and training programs with industry needs and standards. By integrating practical training and industry-specific competencies into the credit system, educational institutions and establishments can ensure that their programs produce graduates with relevant and up-to-date skills.

It helps employers understand the qualifications and experiences of candidates more comprehensively, leading to better hiring decisions and improved alignment between job requirements and employee skills.

The NATS credit system promotes innovation in education by allowing for diverse and creative learning methods. Establishments can develop new modules, courses, and training programs that align with emerging trends and technologies. This adaptability fosters a dynamic educational environment that responds to evolving needs and opportunities.

The use of NATS credit points in education and training offers numerous benefits, including standardization, flexibility, recognition of prior learning, and improved planning. By supporting modular and interdisciplinary learning, facilitating credit transfer, and aligning educational programs with industry needs, the NATS credit system aims to enhance the overall effectiveness and accessibility of education. It also promotes lifelong learning and continuous professional development, preparing learners for a dynamic and competitive job market.

Giving credits to NATS apprentices is a significant step towards integrating vocational training with formal education. It enhances the recognition of skills, facilitates mobility and flexibility, and encourages lifelong learning. By aligning with formal education frameworks and emphasizing experiential learning, the credit system ensures that apprentices are well-prepared for both higher education and the job market.

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