University Grants Commission

Guidelines for providing Skill Based Education under National Skill Qualification Framework

1. Introduction

Skills and knowledge are the driving forces of economic growth and social development for any country. Presently, the country faces a demand – supply mismatch, as the economy needs more 'skilled' workforce than that is available. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services. Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time, those employed in the organized sector and also those working in the unorganized sector.

Government of India, taking note of the requirement for skill development among students launched National Vocational Education Qualification Framework (NVEQF) which was later on assimilated into National Skills Qualifications Framework (NSQF). Various Sector Skill Councils (SSCs) are developing Qualification Packs (QPs), National Occupational Standards (NOSs) and assessment mechanisms in their respective domains, in alignment with the needs of the industry.

In view of this, the UGC implemented the scheme of Community Colleges from 2013-14 in pilot mode on the initiative of the MHRD. Thereafter, realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale, the Commission decided to implement the scheme of Community Colleges as one of its independent schemes from the year 2014-15. The Commission also launched another scheme of B.Voc. Degree programme to expand the scope of vocational education and also to provide vertical mobility to the students admitted into Community Colleges for Diploma programmes to a degree programme in the Universities and Colleges. While these two schemes were being implemented, it was also realized that there is a need to give further push to vocational education on a even larger scale. Accordingly, 'Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (KAUSHAL)' was also incorporated. Since all these three provisions serve a common purpose, all these schemes are merged into a single scheme for providing skill based education under National Qualification Framework.
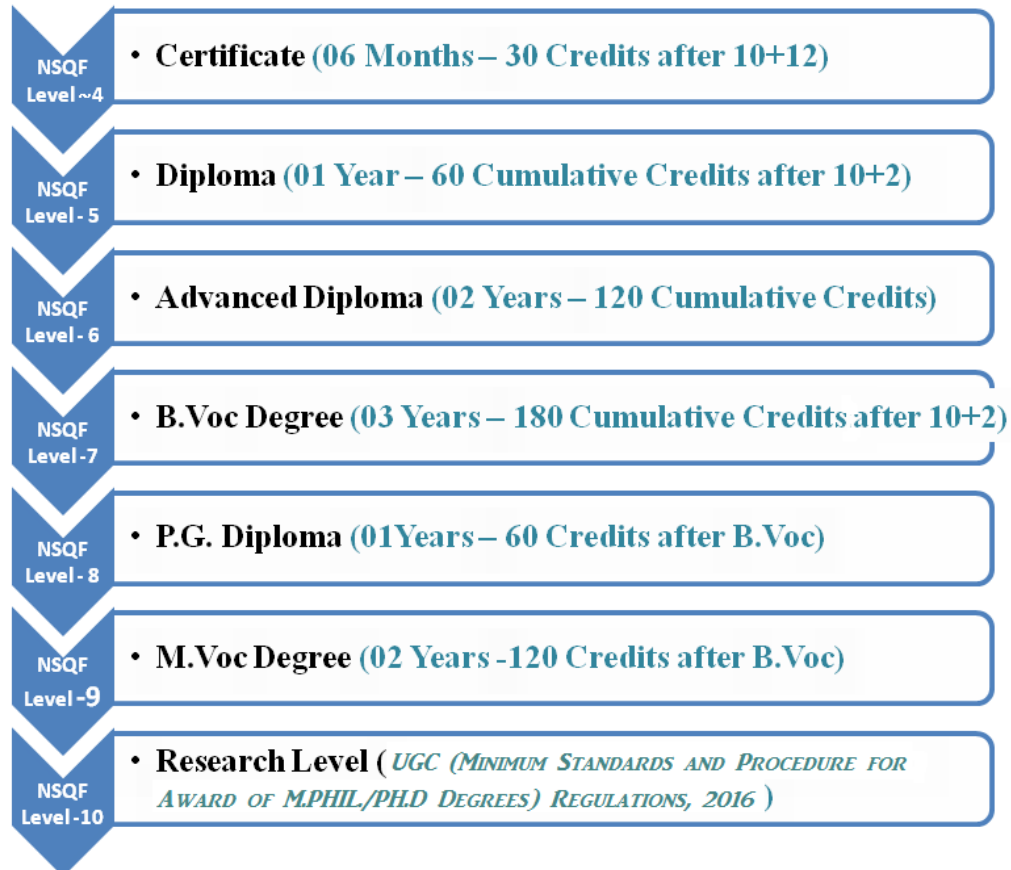
2. National Skill Qualification Framework

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply to NSQF.

The specific outcomes expected from implementation of NSQF are as follows:

a) Mobility between vocational and general education by alignment of degrees with NSQF

b) Recognition of Prior Learning (RPL), allowing transition from non-formal to organized job market

c) Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework

d) Global mobility of skilled workforce from India, through international equivalence of NSQF.

e) Mapping of progression pathways within sectors and cross-sectorally

f) Approval of NOS/QPs as national standards for skill training

3. Type of Courses and Awards:

There will be full time credit-based modular programmes, wherein banking of credits for skill and general education components shall be permitted so as to enable multiple exit and entry.

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NSQF Level ~4	• **Certificate** (06 Months – 30 Credits after 10+12)
NSQF Level - 5	• **Diploma** (01 Year – 60 Cumulative Credits after 10+2)
NSQF Level - 6	• **Advanced Diploma** (02 Years – 120 Cumulative Credits)
NSQF Level -7	• **B.Voc Degree** (03 Years – 180 Cumulative Credits after 10+2)
NSQF Level - 8	• **P.G. Diploma** (01Years – 60 Credits after B.Voc)
NSQF Level -9	• **M.Voc Degree** (02 Years -120 Credits after B.Voc)
NSQF Level -10	• **Research Level** (*UGC (MINIMUM STANDARDS AND PROCEDURE FOR AWARD OF M.PHIL./PH.D DEGREES) REGULATIONS, 2016*)

The multiple entry and exit enables the learner to seek employment after any level of Award and join back as and when feasible to upgrade qualifications / skill competencies either to move higher in the job profile or in the higher educational system. This will also provide the learner an opportunity for vertical mobility to second year of B.Voc degree programme after one year diploma and to third year of B.Voc degree programme after a two year advanced diploma. The students may further move to Masters and Research degree programmes mapped at NSQF Level 8 – 10.

4. Curricula and Credit System for Skill Based Courses

4.1 In order to make education more relevant and to create 'industry fit' skilled workforce, the institutions recognized under Community Colleges, B.Voc Degree programme and Deen Dayal Upadhyay KAUSHAL Kendras offering skill based courses will have to be in constant dialogue with the industry and respective Sector Skill Council(s) so that they remain updated on the requirements of the workforce for the local economy. These institutions should also

preserve and promote the cultural heritage of the region, be it art, craft, handicraft, music, architecture or any such thing, through appropriately designed curriculum leading to gainful employment including self-employment and entrepreneurship development.

4.2. The curriculum in each of the semester/years of the programme(s) will be a suitable mix of general education and skill development components. The General Education Component shall have 40% of the total credits and balance 60% credits shall be of Skill Component.

4.3. The institution(s) shall prepare draft curriculum as per the UGC guidelines for Curricular Aspects Assessment Criteria and Credit System for Skill based Vocational Courses and place it for vetting by the UGC Advisory Committee constituted under these guidelines (vide para 7.5).

Institution
↓
Advisory Committee
↓
BoS
↓
Academic Council

4.4. The Curriculum shall be finally approved by the Board of Studies (BoS) and Academic Council of the University / Autonomous College. The Universities where BoS for Vocational subjects has not yet been constituted, the curriculum may be considered by the BoS in allied subject area or an ad-hoc BoS may be constituted till the time regular BoS is notified in the university. The BoS should consider the programme wise curriculum based QP for skill component and relevant general education subjects *i.e.* the curricula for programmes in one broad subject area may vary from institution to institution in case the different progressive QPs are mapped with the programmes being offered. The choice of different progressive Job roles for a course may also be enabled under CBCS.
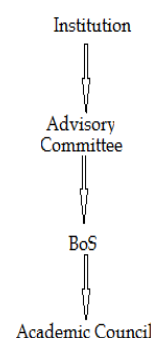
4.5. Skill Development Components (60% Weightage):

i. Skill component of the programmes/courses shall be employment oriented. The institutions shall offer programmes/courses in domain areas which have significant demand in the job market. The institutions, in consultation with the industry partner(s) and based upon skills Gap analysis report published by the NSDC, industry associations, Sector Skills Councils, Government agencies *etc*, may decide specific Job Role(s) to be embedded in curriculum. The exit profiles of the learners at different levels *i.e.* Certificate / Diploma / Advanced Diploma should be clearly defined in output terms.

ii. The curriculum should be aligned to Qualification Packs (QPs) / National Occupational Standards (NOSs) of selected job role(s) within the industry sector(s). This would enable the students to meet the learning outcomes specified in the NOSs. If a progressive

QP is not available in the concerned trade by the SSC, the relevant entrepreneur/occupational role may be incorporated with well defined duties and work standards identified with industry partners through proper consultation with the experts in the field.

iii. The curricula and system of certification for the skill component should be as per the UGC guidelines for curricular aspects, assessment criteria and credit system for skill based vocational courses or as per the provisions in MHRD Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY).

iv. For skills component, the model curriculum developed by the concerned Sector Skill Councils, wherever available, may be adopted or adapted in consultation with the industry partners. Wherever the curriculum is not available, the same may be developed in consultation with the relevant Sector Skill Councils and industry partners. While doing so, the institutions may work towards aligning the curriculum with the National Occupational Standards being developed by the respective/allied Sector Skill Councils. This would promote national and global mobility of the learners, as well as higher acceptability by the industry for employment purposes.

v. The overall design of the skill development component along with the job roles selected should be such that it leads to a comprehensive specialization in one or two domains.

vi. In case, NOS is not available for a specific area / job role, the university/college should get the curriculum for this developed in consultation with industry experts as provided at (ii) above.

vii. The curriculum should also focus on work-readiness in terms of skills in each of the three years.

viii. Adequate attention needs to be given in curriculum design to practical work, on the job training, development of student portfolios and project work.

4.6. General Education Component (40% Weightage):

i. The general education component should adhere to the university / collegiate education norms and shall be decided by the Board of Studies of the concerned University / Autonomous College. It should lay emphasise on offering courses which provide holistic development.

ii. The general education component may also include the course(s) which are supportive to core trade in addition to communication skills, soft skills, ICT skills, critical thinking, problem solving, environmental studies and value education.

4.7 The practical / hands-on portion of the skills component of the curriculum shall be transacted in face to face mode. The skill component of these programmes will conform to the QPs/NOSs and the general education component will conform to the university norms.

4.8 The curriculum should be designed in a manner that at the end of year-1, year-2 and year-3, students are able to meet below mentioned level descriptors for level 5, 6 and 7 of NSQF, respectively which are as given below:

Table 1

Level	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning and some responsibility for other's works and learning
Level 6	Demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard / non-standard practices	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning
Level 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill understanding of social political and natural environment good in collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development

Professional knowledge is what a learner should know and understand with reference to the subject;

Professional skills are what a learner should be able to do and,

Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job.

Responsibility aspect determines the **(i)** nature of working relationship, **(ii)** level of responsibility for self and others, **(iii)** managing change and **(iv)**accountability for actions.

4.9. The institutions may also provide for Recognition of Prior Learning (RPL) framework for job roles at NSQF Level 4 onwards by conducting assessment and certification through respective SSC(s) / Directorate General of Employment and Training (DGET).

4.10. Relevance of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with all stake holders, particularly the industries and SSCs keeping in view their requirements and changes in NOSs. The approved institutions under the scheme shall incorporate this as a continuous and dynamic process, in-built in their system.

4.11. The institutions may like to appropriately use technology to improve the effectiveness of the delivery of courses.

4.12. The teaching / trainings under the scheme leading to Certificate/ Diploma / B.Voc degree or Masters programme are full time degree courses. These should not be conducted as an add-on programme.

4.13. As an illustration, awards shall be given at each stage as per Table 2 below for cumulative credits awarded to the learners in skill based vocational courses.

Table 2

NSQF Level	Skill Component Credits	General Education Credits	Total Credits for Award	Normal Duration	Exit Points / Awards
7	108	72	180	Six Semesters	B.Voc Degree
6	72	48	120	Four semesters	Advanced Diploma
5	36	24	60	Two semesters	Diploma
4	18	12	30	One semester	Certificate

The NSQF Levels in above illustrations indicate that there should be at least one job role at the concerned NSQF Level in the curriculum to be assessed and certified for skill component. The normal training hours for skilling should be proportionate to the weightage for skill credits and an appropriate component of skill training may be imparted as on-site training at actual work place.

4.14 While formulating the curriculum under the scheme, institutions will ensure to follow choice based credit system and will provide provisions for credit transfer across the courses. The credit distribution should be rationally provided for the practical work, apprenticeships, on-job training and project work.

4.15 As the CBSE and many other school boards are initiating skill based vocational courses with certification at NSQF Level 4 for

students completing 10+2, there may be three types of learners getting admission to first semester of skill based courses under NSQF:

Category – 1 : students already acquired NSQF certification Level 4 in a particular industry sector and opted admission in the skill based courses under NSQF in the institutions recognized under Community Colleges / B.Voc Degree programme / Deen Dayal Upadhyay KAUSHAL Kendras in same trade with job role for which he /she was previously certified at school level.

Category – 2: students who have acquired NSQF certification Level 4 but may like to change their trade and may enter into skill based courses in a different trade.

Category – 3: students passed 10+2 examination with conventional schooling without any background of vocational training.

The institutions should provide additional study curriculum and arrange for skill intensive training / teaching for the learners belonging to the category-2 and 3 during the first six months for which they shall be at NSQF Level 4 of skill competency by concerned SSC at the end of first semester. Learners belonging to category-1 need not undergo any additional intensive training and teaching as they already have NSQF level 4 certificates in same industry sector / job role required for specified skill credits.

From second semester onwards they will follow the common programme for further course of study. Students may exit after six months with a Certificate (NSQF Level 4) or may continue for diploma or advanced diploma level courses. An academic progression for the students in skilling stream is illustrated below:
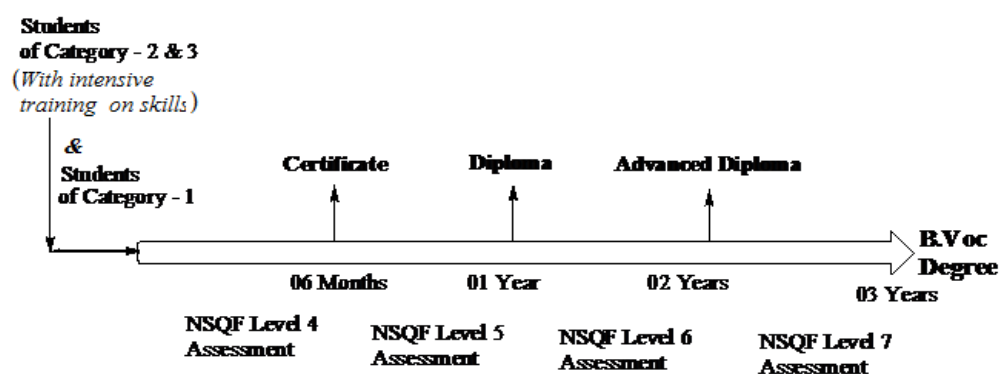
Fig. 1: Vertical Mobility and Multiple Entry / Exit Options for Learners

The courses under NSQF shall also provide for vertical mobility to the students with vocational subjects in school level. The Universities shall enable horizontal & vertical mobility to the students of vocational stream at 10+2 level in various courses at undergraduate level. The Table.2 depicts qualification flow and vertical and lateral mobility options for the learners in skill development based education.

5. Assessment:

5.1. The Skill component of the course will be generally assessed by the respective Sector Skill Councils. In case, there is no Sector Skill Council for a specific trade, the assessment may be done by an allied Sector Council or the Industry partner. Further if Sector Skill Council in concerned / relevant trade have no approved QP [vide para 4.3(ii)] which can be mapped progressively or due to any other reason, if the SSC express its inability to conduct the assessment or could not conduct the skill assessment in stipulated time frames as per academic calendar (which should have been communicated well in advance / at the beginning of semester to SSC), the institutions may conduct skill assessment through a 'Skill Assessment Board by 'Certified Assessors' as per the provisions in MHRD Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY). The Skill Assessment Board may have Principal/Director/Nodal officer of the programme / Centre, representatives of the partner industy(s), one nominee of the Controller of Examination or his/her Nominee of affiliating University / Autonomous College and at least one external expert. The affiliating university may nominate additional experts on the Skill Assessment Board, if required. The certifying bodies may comply with / obtain accreditation from the National Accreditation Board for Certification Bodies (NABCB) set up under Quality Council of India (QCI). Wherever the university/college may deem fit, it may issue a joint certificate for the course(s) with the respective Sector Skill Council(s).

5.2. The credits for the skill component will be awarded in terms of NSQF level certification which will have 60% weightage of total credits of the course in following manner.

Table 3

Name of the Course	NSQF Level Certificate	Cumulative Credits
Certificate	Level – 4	18 credits
Diploma	Level – 5	36 credits
Advanced Diploma	Level – 6	72 credits
B.Voc Degree	Level – 7	108 credits

5.3 The general education component will be assessed by the concerned university as per the prevailing standards and procedures. The following formula may be used for the credit calculation in general education component of the courses:

- General Education credit refers to a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 14-15 periods of 60 minutes each or 28 – 30 hrs of workshops / labs.

- For internship / field work, the credit weightage for equivalent hours shall be 50% of that for lectures / tutorials.
- For self-learning, based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials.

5.4. The award of 'Certificate' / 'Diploma' / 'Advanced Diploma' / Degree to the successful learners in both skills and general education components of the curriculum may be done as illustrated under para 4.13.

5.5. The institutions offering B.Voc degree programmes hould adopt and integrate the guidelines and recommendations of the respective Sector Skill Councils (SSCs) for the assessment and evaluation of the vocational component, wherever available.

5.6. Letter Grades and Grade Points: it is recommended to adopt 10-point grading system with the Letter grades as given below:

Table 4:   Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F(Fail)	0
Ab (Absent)	0

A student obtaining Grade F and Ab shall be considered failed and will be required to reappear in the examination.

5.7. Computation of Semester Grade Point Average System (SGPA) and Cumulative Grade Point Average (CGPA): Following SGPA and CGPA computed as per procedure enumerated below.

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the course components taken by a student and the sum of the number of credits of all the courses undergone by a student in a semester, *i.e*

$$\textbf{SGPA} \ (Si) = \sum(C_i \times G_i) / \sum C_i$$

where 'C_i'is the number of credits of the ith course component and 'G_i' is the grade point scored by the student in the ith course component.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, *i.e.*

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

Where 'Si' is the SGPA of the ith semester and Ci is the total number of credits in that semester.

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- The skill component would be taken as one of the course component in calculation of SGPA and CGPA with given credit weightage at respective level.

6. Certification of Awards

6.1. Award of Certificate// Diploma / Advanced Diploma/ B.Voc and other degrees as the case may be, would depend on acquisition of requisite credits and not on the duration of the calendar time spent in pursuing the course.

6.2. The certificate for skilling component would be awarded by the Sector Skill Council in terms of NSQF level either singly or jointly with the institution concerned and the general education grades will be certified along with the skill component in terms of certificate/ diploma awarded by the institution.

6.3. UGC guidelines on Choice Based Credit System (CBCS), and Guidelines on Curricular Aspects, Assessment Criteria and Credit System in Skill based Vocational Courses may be referred for further illustration on computation of SGPA, CGPA *etc.* to confer the awards as above.

6.4. Each of the awards shall specify within parenthesis, the Skill(s) specialization, such as:

- B. Voc. (Renewably Energy Management)
- B. Voc. (Retail Management)
- B.Voc. (Banking & Financial Services)
- Advanced Diploma (Food Processing)
- Advanced Diploma (Health Care)
- Advanced Diploma (Hospitality and Tourism)
- Diploma (Green House Technology)
- Diploma (Beauty & Wellness)
- Diploma (Jewellery Designing)

6.5. The students will have the option to exit with a Certificate, Diploma or Advanced Diploma after acquiring requisite no of credits. In case of affiliated colleges, such students may be awarded Certificate,

Diploma or Advanced Diploma, as the case may be by the concerned College after a written authorization by the affiliating University.

7. Skill Based Vocational Courses under NSQF

The three scheme variants for Skill Based Vocation Courses under NSQF are namely Community College (CC), B.Voc. Degree Programme and Deen Dayal Kaushal Kendra (DDKK).

The main objectives of the Community Colleges are (i) to integrate relevant skills into the higher education system in order to make higher education relevant to the learner and the community (ii) to provide employable and certifiable skills based on National Occupational Standards (NOSs) with necessary general education to Senior Secondary School pass-outs, with general education and /or vocational education background (iii) to provide for up-gradation and certification of traditional / acquired skills of the learners irrespective of their age (iv) to provide opportunities for community–based life-long learning by offering courses of general interest to the community for personal development and interest (v) to provide opportunity for vertical mobility to move to higher education in future and (vi) to offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NSQF level.

The objectives of the scheme of B.Voc degree programme are (i) to provide judicious mix of skills relating to a profession and appropriate content of general education (ii) to ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme (iii) to provide flexibility to students by means of pre-defined entry and multiple exit points (iv) to integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce and (v) to provide vertical mobility to students coming out of (a) 10+2 with vocational subjects; and (b) Community Colleges.

The main objectives of Deen Dayal Upadhyay Kaushal Kendras include (i) Create skilled manpower for industry requirements at various levels. The scheme provides for vertical mobility from short term certificate courses to full-fledged post graduate degree programme, and further research in specialized areas. The courses would be planned/ designed to have provision of multiple entry and exit at various levels culminating up-to a research degree level. These shall also include courses which are offered under the Community College Scheme and B.Voc. degree programme of UGC (ii) to formulate courses at postgraduate level keeping in mind the need of Industry in specialized areas (iii) to network

with other such centers and universities and colleges imparting vocational education under the scheme of Community Colleges and B.Voc degree programme in their region and coordinate with them for targeted development of skill oriented education (iv) to undertake R&D in the areas related to skill education & development, entrepreneurship, employability, labour market trends *etc.* at the post-graduate and research level (v) to act as finishing school by providing supplementary modular training programmes so that a learner, irrespective of his/her training background, is made job ready with necessary work skills (soft, communication, ICT skills *etc*) and fill the gaps in the domain skills measured against QPs/NOSs (vi) to provide for Recognition of Prior Learning (RPL) framework for job roles at NSQF Level 4 onwards (vii) to maintain 'Labour Market Information' for respective regions in coordination with other government agencies and industry associations (viii) to develop and aggregate curriculum, content and learning materials for skills development in different sectors.

The skill development centers under three schemes shall take-up the vocational education to new levels and offer courses at Certificate, Diploma, Advanced Diploma, B.Voc, M.Voc and Research levels respectively with multiple entry and exit options as provided under the UGC guidelines for Curricular Aspects Assessment Criteria and Credit System for Skill based Vocational Courses / Revised Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY).

These Centres will also embed and follow the guiding principles of NSQF, QPs, and NOSs for their programmes and will not focus on skilling alone but also develop entrepreneurship traits. The UGC will endeavour to maintain a pyramidical structure of student enrolment with respect to Diploma, Advanced Diploma, B.Voc. and further studies.

7.1. Admission and Fee:

a) The minimum educational qualification for admission under this scheme will be class 12 pass or equivalent from any recognized board or university.

a) Equal weightage should be given to vocational subjects at +2 level while considering the students for admission into B.Voc courses for recognition of skills credits.

b) Reservation to SC, ST, OBC and PwD categories will be available as per the extant National / State policy.

c) There shall be no age bar for admission in the skill based certificate /diploma/ degree programmes under NSQF.

d) While deciding criteria for admission into any particular trade, the institutions will consider students having background in relevant stream at 10+2 level.

e) In case of Community Colleges, admissions may be done twice a year, depending on the duration of the programmes, to facilitate a steady stream of learners joining the college and moving out as trained work force to the job market. The applicants seeking re-entry into the CC should get preference in admission over the new applicants.

f) Student fee should be decided as per the prevalent practice for fee fixation taking into account for the sustainability of the programme. Attempt should be made to recover part of the expenditure under the scheme from the student fee.

In order to motivate students to join courses in Community Colleges scheme, a scholarship of Rs. 1,000/- per month will be provided to the students at the end of each semester, subject to their satisfactory attendance and on successfully qualifying the end semester examination without any back paper/back log. In the event of short attendance or failure of student in the end semester examination, she/he will not be entitled for scholarship during that semester. No arrears shall be admissible to the student for such period.

7.2. Role of Sector Skill Council(s) :

The concerned Sector Skill Council will support in framing the regionally relevant skill curriculum based on the appropriate QPs / NOSs in the sector as provided under para 4 of the guidelines. The SSC will also conduct assessment for skill component on mutually agreed dates as per the previously shared performance and assessment criteria based on Curriculum framed for the programme at different levels. The SSC will declare Pass/Fail as per predefined assessment criteria and will also provide performance grades to those who passed as under para 5.6. of the guidelines along with level certification either singly or jointly with the institution. In case there is SSC in the concerned trade or SSC expressed its inability to conduct assessment in time giving justifiable reasons, the assessment for skill component may be conducted by 'Skill Assessment Board' comprised of Director/Nodal Officer, University Representative and Senior Representative(s) from industry partner. The assessment outcomes of skill component shall be communicated by the Director/Nodal Officer to University to club it with academic assessment of 'General Education Component' for compilation of final results.

7.3. Role of the University:

The University will constitute appropriate BoS / adhoc BoS for B.Voc courses to consider and approve the course of study / curriculum prepared by the institution for courses in consultation with the Sector

Skill Councils vetted by the 'UGC Advisory Committee' at the institute. The course ordinance (in consonance of the UGC guidelines), curriculum / course contents shall be considered and approved by the appropriate academic mechanism of the University. The University has to conduct examination of the academic component of the course and club the results with skill assessment. The University may appoint an Observer during the skill assessment conducted by the SSC / Skill Assessment Board on mutually agreed dates within timelines of the programme. The results in totality will be declared by the University and it will award the degree accordingly.

However, for the Community Colleges component, the institution / college concerned may itself award Diploma / Certificates under its own seal and signature after written authorization from affiliating University; name of the affiliating university and scheme should be mentioned on award certificate as notified by UGC letter F.No. 1-54/2013(CC/NVEQF) dated 13th August, 2014.

7.4. Monitoring of Performance Outcomes:

a) Every institution, implementing the scheme(s), shall prepare a schedule of activities along with time lines. While the Principal/Director will be responsible for time bound achievement of the milestones, the Advisory Committee under the scheme would monitor its progress periodically, but at least once in six months. The review report Advisory Committee shall be submitted to the UGC, along with the information in given format. The UGC may constitute an Expert Committee to visit any of the institution approved under the scheme(s) for on the spot inspection of its activities at any point of time.

b) The Monitoring of the scheme should necessarily also look at the following areas:

(i) Funds received and utilised by the college.

(ii) Student intake proposed, students admitted, on rolls, drop outs and certified – course wise.

(iii) Student's placement – role / designation, organisation, starting salary, location.

(iv) Industry engagement: MoUs, guest lecturers invited, internship and on job training, workshop facilities provided on their premises / in institution, commitment on recruiting students, students actually recruited and their average salary, financial assistance provided to the college.

(v) Curriculum alignment with industry requirements, National Occupational Standards and NSQF.

(vi) Lab / workshop facilities.

(vii) Extent of alignment with the needs of the local community.

(ix)   The approved institutions are essentially required to timely furnish the information as may be required by the UGC from time to time.

c) It will be the general responsibility of the institutions to coordinate with the State Govt. University, SSCs, and Industry for smooth implementation of the scheme and timely conduct of assessment / examinations and declaration of results.

7.5.   Governance and Coordination under NSQF Schemes:

An Advisory Committee will be set-up for effective governance and coordination of the scheme. The Advisory Committee will include the representative(s) of the affiliating university, relevant industries, relevant Sector Skills Council(s), and Director / Nodal Officer of CC/B.Voc/DDUKK Scheme. The Vice Chancellor of the university or his Nominee or Principal of the college, as the case may be, will be the Chairman of the Advisory Committee and the Director /Nodal Officer will be the Member-Secretary. The Committee will meet periodically to review the functioning of the courses, as and when required, but at least once in six months. The Advisory Committee will also ensure the timely submission of information to UGC and uploading of data in Skill Development Monitoring System and/or such other portal as may be required from time to time. Nodal Officer will submit quarterly progress report to UGC.

The composition of the Advisory Committee is given below. However, a minimum of 05 members will form the quorum:

i)	Vice-Chancellor / Principal	Chairperson
ii)	Two Experts (nominated by the Chairman, UGC)	Members
iii)	Two academicians in the relevant fields (nominated by the VC/Principal)	Members
iv)	One nominee of State Higher Education Council	Member
v)	Representative(s) of industries relevant to the Specializations*	Members
vi)	Representative(s) of relevant Sector Skill Council(s)	Members
vii)	One UGC Nominee	Member
viii)	Director KAUSHAL/Nodal Officer CC or B.Voc	Member-Secretary

* Industry representatives may be nominated by the zonal / state/ regional heads of CII / FICCI.

7.7. NATURE OF FINANCIAL ASSISTANCE AND OTHER RELATED PROVISIONS:

7.7.1. Eligibility

a) Any institution recognized by the UGC under Section 2 (f) and 12 (B) of the UGC Act, 1956 and eligible to receive General Development Assistance (GDA)/Block Grants from the UGC as per extant norms.

b) Self financing institutions recognized under 2(f) of the UGC Act 1956 may also be considered for approval under the scheme. They will abide by the guidelines of UGC as amended from time to time, but will not be entitled for any financial assistance under the scheme.

c) Apart from exiting institutions, any university / college may also be set up, as per extant norms, to offer skill based courses in compliance to the extant UGC norms/guidelines. The financial support, if any, to implement the scheme by such institutions will be governed as per the prevailing policy of the Commission on eligibility for financial assistance.

d) The CC should not be a part of departments of a university /college and it should have a separate entity within the institution.

e) For the Deen Dayal Kaushal Kendra (DDKK), apart from the recognition under Section 2(f) of the UGC Act, 1956 the institutions should either be accreditated by NAAC/NBA. The UGC approved Community Colleges or institutions conducted B.Voc Degree programme with UGC assistance are also eligible for Deen Dayal Kaushal Kendra (DDKK).

7.7.2. Procedure for Application and its approval thereof by the UGC

UGC shall issue a Public Notice on its official website i.e. www ugc.ac.in inviting proposals for the Skills based schemes.   The proposal shall be submitted in the prescribed proforma alongwith a DPR, No Objection Certificate from affiliating university in case of Colleges, proposed Action Plan and itemized budget estimates. The proposals shall be assessed by a duly constituted Expert Committee. If required, UGC may constitute a Screening Committee to shortlist the proposals. The UGC may also decide to arrange an interface of the institutions with the Expert Committee.

While selecting the host institution, the preference will be given to such colleges / universities which have proximity to the local industry

partners, address local job requirements, socioeconomic condition of the population and/or youth aspirations of the region.

In case of Deen Dayal Upadhaya Kaushal Kendra, institutions aspiring to receive financial support under the scheme should have demonstrated competence and sustained commitment in the area of acquisition of knowledge and skill development. Institutions should have adequate space, buildings, etc. for establishment of centre. However, preference will be given to the institutions - (a) Universities and Autonomous Colleges; (b) Govt. Colleges (c) institutions already running B.Voc. and Community Colleges successfully; (d) NAAC Grade and CGPA; (e) institutions having linkages with industry for collaboration in skill development, employment, *etc;* and (f) existence of industry and employment opportunities.

7.7.3. The Commission shall provide financial assistance under this scheme as per details given below:

a) **Start-up assistance:** One-time start-up assistance shall be provided for developing the infrastructure, setting up of laboratories/workshops facilities, procurement of teaching and learning materials including courseware, machineries/equipment and renovation of buildings. This shall not cover any new construction.

Space for housing of Community College shall be provided by the Institutions.

b) **Faculty and Staff:**

For Community Colleges:

In the CCs, the faculty would typically consist of existing faculty with the institution and a pool of guest / visiting / part-time faculty taken from either the industry or open market or NSDC approved training partners for imparting skills. The mix of permanent / part time / guest / visiting / adjunct faculty would be decided by the host institution with the approval of Advisory Committee, depending on the local needs and availability. The laboratory staff / instructors will be planned and approved by BoM, as per the need. Remuneration to the guest faculty may be paid under this scheme at the locally prevalent rates, but not exceeding the rates prescribed by UGC. However, there will be no cap on the total payment to a particular faculty in a month. For guest lecture/ part time faculty etc, sufficient knowledge of the sector, training / teaching skills along with relevant industry experience of minimum 2-3 years is desirable.

For the B.Voc Degree Programme:

One Assistant Professor per course is provided for three years (purely on contractual basis). Institutions should recruit faculty only in the core trades being offered under the Scheme. Adjunct Visiting and Guest Faculty may also be appointed within the ceiling of financial assistance provided in this scheme.

The institutions implementing CC/B.Voc may also have a part time Nodal Officer for overall coordination of all the courses, liaisoning with the Industry, SSCs and other stakeholders. The host institution may not insist on the prescribed minimum workload for the faculty who will be given the responsibility of a Nodal Officer. In case of DDU KAUSHAL, if there is no professor/Director appointed under the scheme, a part time Nodal Officer from among the regular faculty members of the institution may be appointed who can draw honorarium as provided under these guidelines.

Honorarium to the existing faculty/ non faculty and the Nodal Officer will be as under:-

Table 5 : Honorarium to Nodal Officer and Teaching Faculty

Nodal Officer	Rs. 8,000/- per month
Existing Faculty	Rs.600/- per lecture
Visiting /guest faculty	Rs.1,000/- per lecture or as amended by UGC from time to time.

For Deen Dayal Kaushal Kendras:

Staff: One Professor, two Associate Professors, four Assistant Professors, one Technical Assistant and one Multi Tasking Staff (MTS) will be considered for any institution under the scheme. The staff under the scheme will be appointed on contract basis. The Professor will also act as Director of the Centre. The appointment of the faculty shall be made as per UGC norms. The staff shall be appointed in the relevant specialization(s) in view of the courses / trades being offered by the Centre. However, in view of the varied nature of specializations to be offered, the persons may be appointed from the related fields also. The salary to the staff will be reimbursed on actual basis.

The Director shall be assisted by two Associate Professors and four Assistant Professors to be appointed on

contractual basis by the university/college as per UGC norms for the duration of the scheme.

In case the institution approved for KAUSHAL is already offering B.Voc. and/ or Community College scheme with UGC assistance the combined staff under the KAUSHAL and B.Voc. and/or Community College scheme shall not exceed, what is approved under the KAUSHAL scheme at any point of time.

Technical Assistant and MTS shall be engaged on contractual basis as per the university/college norms for the duration of the scheme.

Need based visiting faculty / guest faculty may be invited from industry / other institutions.

c) **Operative / Recurring Training Cost**:

The allocation for operative / recurring training cost will be regulated within the Common Norms notified in Official Gazette of India for Skill Development Schemes by Different Ministries and Departments as may be amended from time to time subject to overall ceiling.

The training / operative cost may be utilized to meet the operational expenditure under the scheme on transportation, travel / field visits/industrial visits, curriculum development, preparation of materials, organizing seminars / workshops / faculty training programmes, web creation, honorarium for engagement of guest / visiting faculty / resource persons, hiring services, contractual lab staff, meetings and contingency/consumables, examination and assessment including assessment fee of Sector Skill Council for skills components and other miscellaneous expenses.

The UGC Advisory Committee shall finalize the distribution of total approved grants for expenditure under different components within the recurring heads and can also re-appropriate up to after 10 percent at institutional level. Any deficit has to be met out of the internal receipts.

Student fee should be decided as per the prevalent practice for fee fixation taking into account for the sustainability of the programme. Attempt should be made to recover part of the expenditure under the scheme from the student fee.

The ceiling of financial assistance in the three components under the scheme will be as provided in Table 6 below:

Table 6 : Ceiling of Financial Assistance

S.No.	Schemes	Start-up Assistance	Faculty (on contract)	Guest / Adjunct Faculty	Training / Operative Cost	Overall Sealing of Assistance
	Community Colleges	*Based on the recommendation of the Expert Committee on Assessment of Proposal, institutional needs and number of courses*			Per student basis As per Common Norms subject to overall sealing under scheme	50 Lakhs / Course / Year
	B.Voc Degree Programme	One Time up to 75 Lakhs	up to 65 Lakhs for three years depending on the number of courses *(to be reimbursed on actual basis)*	45 Lakhs for three years	Per student basis As per Common Norms subject to overall sealing	1.7 Cr for three Years for two courses additional 25 Lakhs per course for Maximum four courses
	DDU KAUSHAL Kendras	02 Crore	up to 02 Crore *(to be reimbursed on actual basis)*		Per student basis As per Common Norms subject to maximum 01 Crore	05 Cr For 05 Years

7.7.4. General Matters :

The UGC funding to the institutions under the NSQF scheme is to provide supplementary support incentivizing institutions for utilization of available Infrastructure, Instrumentation Centers, Labs *etc* of for Skill Development Courses during off hours as well as through better scheduling the teaching and trainings. Accordingly, the Expert Committee may consider the infrastructure facility and faculty which can be available for the programmes to be implemented along with overall prospicience for inclusive and quality expansion across the country. Hence, courses deliverable under these schemes utilizes existing building and infrastructure of the host institutions. The institutions offering skill based courses are essentially required to have MoU with Industry Partner which permits their infrastructure to be utilized for on-site skill training of the learners enrolled under the skill based courses at approved institutions.

The Institutions are encouraged to explore industry funding under **Corporate Social Responsibility (CSR)** for the skill based vocational programmes under the scheme. The eligible institutions approved

under the scheme may also *tap* **external sources of** *funding* under different schemes of the Central and State Governments or of industry sector for **training or offering products or services relevant to the subject area** to further strengthen infrastructure facilities or enabling sustainability mechanism.

7.7.5 Procedure for release of grant:

100% of the start-up grant, other than the grant for renovation of building(s), 50% of the grant allocated for renovation of building and 50% of grant allocated for training / operational expenditure will be released as the first installment by the UGC to the institution selected under the Scheme. The second installment of grant will be released after receiving UC against the first installment of grant as per UGC norms. Second installment of grant for renovation of building to the sum of 40% of allocation under the head will be released after receipt of UC against the first installment of grant. The remaining 10% of grant for renovation of building will be released after receipt of UC and the statement of expenditure against total allocation under this head.

8. Extension of Approval:

Institutions already approved under the NSQF scheme *i.e.* Community Colleges, B.Voc degree institutions and DDU KAUSHAL Kendras may be given further extension, on satisfactory outcomes of implementation after review, for imparting the approved / additional courses/increase in intake under the scheme.

However, grant-in-aid to such institutions will be limited to only operative / training cost per student basis in accordance with the Common Norms notified in Official Gazette of India for Skill Development Schemes by Different Ministries and Departments as may be amended from time to time.

9. Withdrawal of Approval:

The UGC may withdraw the assistance to the Centre if the information and data supplied by the university/college to claim assistance under the scheme is found to be incorrect or the Centre does not fulfill the objectives for which it is established. In such a case, the university/college shall have face penal action(s) decided by the UGC.

The Commission may also withdraw the support from any of the institution approved the scheme(s) anytime without assigning any reason.

Miscellaneous: Issues, if any not covered in the above, shall be as per the UGC Rules/Government of India Rules.

UNIVERSITY GRANTS COMMISSION

Application under the UGC Scheme for providing Skill Based Education under National Skill Qualification Framework

1. **Details of the University / College:** *Please ensure that the details entered below match exactly with the details registered with UGC.*

1.	**Name of the University / College:** (As given in list u/s 12(B) of UGC Act)	
2.	**Full Postal Address:**	
3.	**Name of the Affiliating University**	
4.	**Whether covered under Section 2(f) and 12(B) of the UGC Act, 1956**	Yes / No
5.	**Whether Autonomous**	Yes / No
6.	**Whether recognized as College with Potential for Excellence / University with Potential for Excellence**	
7.	**NAAC / NBA Accreditation details. (Date, Grade, CGPA, validity)**	
8.	**Whether the institution is aided and receiving General Development Assistance from UGC or self financing?**	
9.	**Name, designation and contact details** (Telephone/fax/mobile/email) of Head of the Institution and Nodal Officer.	
10.	**Website URL of the College / University**	
11.	**Any other relevant information (*Maximum 100 words*) College / University may like to provide**	

2. Details of the Proposed Programmes

S. No.	Name of Trade or Sector	Name of the Programme(s) (Cert., Diploma, Adv Diploma, B.Voc)	Duration		No. of credits	Job Roles and Levels proposed (*)	Partner Industry	Proposed intake of students (Annually)
			No. of Hours	No. of Semesters				
1.				1.				
				2.				
				3.				
				4.				
				5.				
				6.				
2.								
3.								

(*) A separate sheet may be attached for further details.
*The details of **all the proposed courses** should be incorporated in the same proposal, as above, and separate proposals for each course must not be submitted.*

3. **Basis for choosing the course specialisation(s):** The choice of specialisation should be based on:
   a) Skills Gap requirements, to ensure that the program fulfils the skills requirement of industry;
   b) University / College has expertise in the specialisation; and
   c) University / College have one or more committed industry partner(s) for design, delivery, internship and placement.

   Provide detailed basis for the choice of each of the specialisation(s) for process and approval.

3.1. Skill Gaps Identified:

	Trade(s)	Skill Gaps Identified *(Quantitative, Qualitative, Source,…)*
1.		
2.		
3.		

3.2. Existing expertise / core competence of the University / College in the proposed trade(s):

	Specialisation	Existing expertise *(Which can be leveraged by the institution)*
1.		
2.		
3.		

4. Curriculum Design

4.1.1. Has the Curriculum for each programme been developed in consultation with the:
   a) Sector Skill Council?   YES / NO
   b) Industry partner?   YES / NO

4.1.2. Please provide details of Industry / Sector Skills Council (SSC) Representatives (Name / Designation/ Address) involved in design and preparation of curriculum for each of the proposed programme (s):

S.No.	Name of the Programme	Details of the Industry & SSC Representative(s)		
		Name	Name of Organisation and Address	Contact Details (Mobile, email, Website)
1.				
2.				
3.				

4.1.3. Alignment with National Occupational Standard of the Sector Skills Council and National Skill Qualification Framework:

S.No.	Name of the Sector / Programme	Sem-ester	Job role(s) Covered	NSQF Level	Remarks
1.		1			
		2			
		3			
		4			
		5			
		6			
2.		1			
		2			
		3			
		4			
		5			
		6			

Add more rows, if needed.

4.1.4. Whether the curriculum has been vetted by respective Sector Skill Council(s):

Yes / No

5. Proposed subjects / papers in each of the semester of proposed programmes to be offered in Centre separately for the General Education and Skill component.

	Semester-1	Credits
1.		
2.		
3.		
	Semester-2	
	Semester-3	
	Semester - 4	
	Semester - 5	
	Semester - 6	

Add as much number of sheets as required for all the programmes

6.   **Details of Existing Faculty/Departments:**

S.N.	Faculty / Departments	Sanctioned Faculty Strength	Existing Faculty Members	Total number of students

7.   **Existing Industry Linkages:**

Name of Industry / Industry Associations	Nature of Existing Collaboration

8.   **Proposed Industry Partners / Training Partners for Skills Training for Programmes:**

Name of Industry Partner	Nature of work, Specialization and Size of Operations
Name and Details of NSDC Skills Training Partner (if any):	

9. Details of B.Voc / Community College: (Applicable only if the Institution is approved under UGC Community Colleges/ B.Voc./DDU KAUSHAL during XII Plan)

Programs	Key Achievements (Enrolment, Industry Collaboration, Placements etc…)
B.Voc. *(indicate UGC reference and grants approved)*	
Community College	
DDU KAUSHAL	

10. Availability of Faculty

S.No.	Name of the Programme	Number of Faculty				Name of the Industry Partner providing guest faculty
		Required	Available with Host Institution	Guest Faculty to be hired	Guest faculty to be provided by Industry Partner	
1.						
2.						
3.						

11. Training needs of Faculty

S.No.	Name of the Programme(s)	Details of Training required and duration	Training Provider(s) (NSDC / Industry)
1.			
2.			
3.			

12. Details of infrastructure available with university/ college for KAUSHAL.

Particulars	Details
Administrative / faculty Office	
Classrooms	
Labs / Workshops	

13. Please provide plan for meeting the requirements of physical infrastructure for programmes to be offered:

S.No.	Name of the Programme	Availability of physical infrastructure		
		Infrastructure	Available in the Host College/ University	To be provided by Industry Partner# / NSDC Training Partner$
1.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		
2.		Classroom		
		Laboratory		
		Workshop		
		Library		
		ICT Facility		
		Others		

Indicate # for infrastructure provided by Industry partner and $ for infrastructure used from NSDC Training Partner
Add additional number of sheets as required for all the programmes

14. Placement plan:

14.1. Please provide details of plans, for enabling placement of students of the Centre in partner industries:

S. No.	Name of the Programme	Details of proposed placement of learners	
		Industry Partner name(s)	Expected placement Numbers by the partner industry at the end of the programme
1.			
2.			
3.			

14.2. How would the Centre set up an effective mechanism for placement of students?

15. Roadmap for implementation of the Scheme:

16. Budget Requirements for XII plan period:

S.N.	PARTICULARS	AMOUNT REQUIRED*
1.	**Start-up Assistance**	
2.	**Staff**	
3.	**Operative Cost**	

*Specify the number required and grants needed up to XII plan period (31 March 2017)

17. Year-wise Key Milestones / Plans:

S.N.	Key Plans / Milestones	Person Responsible	Expected Completion Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

18. Any other Information which the University / College may like to provide.

_____
Signature with Seal of the Head of the Host Institution
Name :
Date:

CERTIFICATE

This is to certify that the information provided in this proposal and its enclosures is true and correct to the best of our knowledge and belief. I understand the consequences of any untrue or incorrect information provided in this proposal and its enclosures.

<div align="right">

Vice-Chancellor/Principal
(Signature with seal)

</div>

Place:

Date:

Mandate Form
Electronic Clearing Service (Credit Clearing)/ Real Time Gross Settlement (RTGS) facility for receiving payments.

A. Details of Accounts Holders:-

1.	Name of Account Holder	
2.	Complete Contact Address	
3.	Telephone Number/Fax/E-mail	

B. Bank Account Details:-

1.	Bank Name	
2.	Branch Name with Complete Address, Telephone No. and E-mail	
3.	Whether the Branch is computerized?	
4.	Whether the Branch is RTGS enabled? If yes then what is the Branch's IFSC Code	
5.	Is the Branch also NEFT enabled?	
6.	Type of Bank Account (SB/Current /Cash Credit)	
7.	Complete Bank Account No. (Latest)	
8.	MICR Code of Bank	

I hereby declare that the particulars given above are correct and complete. If the transaction is delayed or not effected at all for reasons of incomplete or incorrect information I would not hold the use Institution responsible. I have read the option invitation letter and agree to discharge responsibility expected of me as a participant under the Scheme.

Date: Signature of Customer

Certified that the particulars furnished above are correct as per our records.

(Bank's Stamp)

Date: Signature of Bank Manager

1. Please attach a photocopy of cheque along with the verification obtained from the bank.
2. In case your Bank Branch is presently not "RTGS enabled", then upon its up gradation to "RTGS Enabled" branch, please submit the information again in the above proforma to the Department at earliest.

NOTE:- Refund of Security Deposit/ Hire Charges Due to operation of E-payment w.e.f. 01/04/2012 the Mandate form may please be submitted, duly verified by the bank, to this office for claiming Refund of Security Deposit/Hire Charges along with a photocopy of blank Cheque.

UNIVERSITY GRANTS COMMISSION, NEW DELHI

<u>UTILIZATION CERTIFICATE</u>

It is certified that the total grant of Rs._____ (Rupees ....) sanctioned by the UGC vide letter No. F._____ dated_____ has been utilized by the university / college in accordance with the terms and conditions laid down by the UGC vide its letter No_____ dated_____ and that all the terms and conditions have been fulfilled by the university and the grant has been utilized for the purpose for which it was sanctioned.

It is further certified that the inventories of permanent and semi-permanent assets created/acquired wholly or mainly out of the grants given by the UGC as indicated in the enclosed statement are being maintained in the prescribed form and are being kept up-to-date and these assets have not been disposed off, encumbered or utilized for any other purpose.

If as a result of check or audit objection, some irregularity is noticed at a later stage, the university/college will refund the objected amount.

_____   _____
Signature of Registrar/Principal with Seal   Signature of Auditor with Seal

Note: The Utilization Certificate should be accompanied by audited statement of account indicating expenditure on various items.

UNIVERSITY GRANTS COMMISSION

PROFORMA FOR SUBMISSION OF STATEMENT OF EXPENDITURE
INCURRED BY THE CENTRE

1. Name of the University/College:

2. Name of the Centre :

3. No. & Date of UGC's approval
    No.F._____ Dated _____

3. Period to which the accounts related : w.e.f. _____ to_____

    _____ _____ _____

5. Details of actual expenditure incurred :

Head	Grants approved	Grants released	Actual Expenditure	Unspent balance	Remarks
	(i)	(ii)		(iii)	(iv)

Signature

Head of Institution/Registrar/Govt. Auditor/CA

UNIVERSITY GRANTS COMMISSION, NEW DELHI

ANNUAL PROGRESS REPORT
(to be submitted annually to the UGC by each Centre)

1. Name and Address of the University/College:

2. Name of the Director of the Centre with mobile and email ID:

3. Period of the Progress Report:

4. Activities Taken up During the Year:

5. Utilization of Grants during the Year:

6. Specific Outcomes:

7. Impact on the targeted community:

8. Difficulties encountered in implementation (if any) and suggestions for improvement:

CERTIFICATE

This is to certify that the data/ information presented in this Annual Progress Report are true and correct to the best of my knowledge and belief and the required documents will be provided to the UGC, as and when the same are called for.

_____
Signature with Seal of Head of the Institution

Place:
Date: