

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
STARRED QUESTION NO. 189
ANSWERED ON-05/08/2026

Integration of NCrF and Apprenticeship-Embedded Degree Programs

189 # Smt. Seema Dwivedi:

Will the Minister of *Education* be pleased to state:

- (a) the manner in which the Academic Bank of Credits and National Credit Framework (NCrF) facilitate seamless mobility of students across school, vocational, and higher education sectors;
- (b) the status of incorporating structured internship and apprenticeship-embedded degree programs in the higher education system;
- (c) whether the proposed multiple-entry and multiple-exit framework has been successfully implemented in universities across the country;
- (d) if so, the details thereof; and
- (e) the specific strategies adopted to ensure that credits obtained through vocational and digital platforms are recognized as equivalent to traditional academic programs?

ANSWER
MINISTER OF EDUCATION
(SHRI PRALHAD JOSHI)

(a) to (e): A Statement is laid on the table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (E) IN RESPECT OF RAJYA SABHA STARRED QUESTION NO. 189 ANSWERED ON 05.08.2026 REGARDING “INTEGRATION OF NCRF AND APPRENTICESHIP-EMBEDDED DEGREE PROGRAMS” ASKED BY SMT. SEEMA DWIVEDI, HON’BLE MEMBER OF PARLIAMENT

(a) The Government of India has framed the National Education Policy (NEP) 2020 with an aim to provide holistic, multidisciplinary, flexible and student-centric education. It encourages integration of skill education & apprenticeships, envisions multiple entry and exit points, and promotes lifelong learning through online education.

In alignment with the objectives of NEP 2020, the Government has approved National Credit Framework (NCrF) as a comprehensive credit framework encompassing elementary, school, higher, and skill education. The NCrF provides for creditisation of all learning and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; and establishes academic equivalence between skill, general and experiential education while enabling mobility within & between them. NCrF also enables multiple entry - multiple exit (ME-ME) 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.

To further facilitate smooth student mobility, the Government has launched the Academic Bank of Credits (ABC) Scheme. ABC facilitates formalising credit recognition and accumulation. Under the ABC scheme, a 12-digit unique identifier, Automated Permanent Academic Account Registry (APAAR) ID has been created for seamless interaction amongst the stakeholders of the education ecosystem and to effectively map the lifelong journey of the learners. As on date, more than 2900 award granting institutions from the higher education ecosystem have been registered on ABC portal. Further, over 4.8 crore APAAR IDs have been created in the higher education ecosystem, with more than 10 crore credit records mapped.

(b) UGC has formulated the “Guidelines for Internship/Research Internship for Under Graduate Students”, with an aim to improve employability, and provide exposure to the world of work. Similarly, All India Council for Technical Education (AICTE) lists compulsory internship for all final year students as an essential requirement of a Technical Institution in its “Approval Process Handbook 2024-25 to 2026-27”. Further, both UGC and AICTE have also issued “Guidelines for Higher Educational Institutions to Offer Apprenticeship Embedded Degree Programme (AEDP)” to embed the competencies required by the industry in the curriculum.

The Ministry of Education implements the National Apprenticeship Training Scheme (NATS) to impart on-the-job training and enhance the employability of graduates, diploma holders and AEDP students. Till date, more than 450 MOUs have been signed with HEIs for supporting AEDP implementation under the NATS scheme.

(c) & (d) UGC has notified the “Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions”. The guidelines have enabled Higher Education Institutions (HEIs) to create possibilities for students to learn at their own pace, while changing the HEI as per their preference, convenience, or necessity. The flexibilities enabled by the “Multiple Entry and Multiple Exit” guidelines include freedom to exit in between a programme of study, for any reason, and resume it later or continue the rest of the study in another HEI or leave it altogether with an appropriate qualification. As reported in AISHE 2023-24, more than 5000 HEIs offer Multiple Entry and Exit in Academic Programmes.

(e) The University Grants Commission (UGC) has notified “SOP for Operationalisation of National Credit Framework in Higher Education” as a practical guide for implementation of NCrF. The SOP allows up to 50% of the total credits for a program to be earned from the skill-based courses. UGC has also notified “Credit Framework for Online Learning Courses through SWAYAM Regulations”. The regulation allows up to 40% of the total courses in a semester through the SWAYAM online platform.
