National Qualification Framework in India

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Massification of HE in India

- India has nearly 700 universities, 36,000/ colleges, 0.8 million teachers
- Fast growing sector in this century
- Growth does not rely on public funding
- Growth and expansion of private education
- Widening disparity
- Declining quality
- Employability of graduates is a major concern
Youth and skill-gap

- By 2020 there will be 500 million youth
- Only 2% of youth have received formal vocational training
- 8% acquired skill at the workplace
- 8% of senior secondary opt for vocational courses
- 12.8 m enter LF every year
- Existing skill development capacity can accommodate only 3.1 million
Some debates: ISCED Vs NQF

- ISCED classifies education Programmes and qualifications.
- ISCED does not link qualifications with competencies and skills.
- NQF develops learning outcome based competency standards.
- Competency based qualifications.
- Qualification becomes a proxy for what you know and what you can do.
- NQF facilitates a shift from provider-defined education programmes to consumer/employer-defined education programmes.
- Competencies and skills are more important than the mode of acquiring them.
Definitions under NQF

• Learning outcomes implies knowledge, skills and competence acquired
• Qualification is a statement of learning outcomes based on an assessment and validation process
• Competence implies ability to use acquired knowledge, skills and personal abilities
• Skills imply ability to apply knowledge and use know-how to complete tasks
NQF characteristics

- NQF focuses on learning outcomes rather than on inputs and process of learning.
- Learning is performance oriented and outcomes are based on criterion referenced assessments.
- Qualifications are independent of the institutions offering study programmes.
- NQF focuses on knowledge, skills and applications in a discipline-free mode.
Pre-requisites for an NQF

- a framework of levels with descriptors for each level;
- procedures and criteria for accrediting and registering qualifications on the NQF;
- Accrediting education and training providers;
- ensuring that assessment leading to the award of NQF qualifications conforms to national standards.
QFs in India

- Ministry of labour and employment developed NVQF
- Ministry of Human resource Development developed NVEQF
- The NSQF was developed by the National skill development agency and notified by the department of economic affairs
- India is in the process of developing HEQF
## Architecture of NVEQF

<table>
<thead>
<tr>
<th>Level</th>
<th>Certificate</th>
<th>Equivalence</th>
<th>Equivalence</th>
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<tbody>
<tr>
<td>10</td>
<td>NCC8</td>
<td>Degree</td>
<td>Doctorate</td>
<td>University and SSC</td>
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<tr>
<td>09</td>
<td>NCC7</td>
<td>PG Diploma</td>
<td>Master’s</td>
<td>University and SSC</td>
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<td>Bachelors</td>
<td>BOTE and SSC</td>
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<td>RPL1</td>
<td>Grade 5</td>
<td>Grade 05</td>
<td>NIOS/SSC</td>
</tr>
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NSQF

- NSQF is issued by the Department of Economic Affairs
- NSQF has 10 levels
- Level descriptors include - process required, professional knowledge, professional skill, core skill and responsibility
- Standardization of course content, syllabus, notional learning time and credit values
- Qualification Register will be maintained
- Qualification Register will be available on web portal
What next?

- Implementation of NSQF
- Development of HEQF
- Do we need a NQF?