

National Qualification Framework (NQF)

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Why NQF in India ?

- Mismatch between qualifications and competencies
- Mismatch between skills developed and skills demanded in the labour market.
- Non-comparability of qualifications from different institutions
- Low employability of higher education graduates
- Quality determines quantity in technical and professional education.

Education in India

- In 2013-14 India enrolled 132 m children at the primary level, 66.5 at the upper primary and 54 million at the secondary level.
- Enrolment in higher education is 32 million
- Demographic projections show that India will have the largest youth population in the 2020s
- The expansion possibilities of the higher education sector are huge and large

Employment scene in India

- India faces shortages of skilled workforce and unemployment of large number of youth
- Between 2013 and 2022 employment is expected to increase from 461 to 582 million -an addition of 121 million
- Nearly 12.8 million workers enter workforce every year
- From 2015 the new entrants will be 16.5 m.
- Only 7 % of the workers are in organized sectors

Education and Employment

- In 2015 the labour force is 487.0 million
- Workforce with higher education is 36.5 m
- Workforce with Vocational training 26.3 m.
- Total workforce to be skilled around 425 m.
- The total fresh entrants between 2015 and 2022 to be vocationally trained 104.6 m.
- Total skilling requirement is (including VET) will be 802.9 m.
- The existing VET capacity is to train 3.1 m. Hence the capacity gap is huge

Indian efforts towards QFs

- NVEQF was prepared and notified in 2012
- NSQF is notified and in 2013
- The UGC is in the process of developing NHEQF

NVEQF

- NVEQF recognizes 10 competency levels
- The level descriptor defines competencies at each level of learning outcomes
- It recognizes prior learning (RPL)
- NVEQF will develop competency based curriculum
- NVEQF cease to exist once the NSQF came into existence in 2013.

NSQF

- The key elements of NVEQF are retained in NSQF
- All skill training programmes need to be aligned to NSQF by 2018
- India has created a new Ministry of skill development and entrepreneurship
- Industry led sector skill councils (SSCs) are to be created
- There is a national skill qualification committee (NSQC) under NSQF
- NSQC will examine the skills recommended and conferred the status of National Standards.

NSQF Levels

- NSQF comprises 10 levels - each level represents a distinct set of knowledge, complexity and autonomy that is required to represent the competence of that particular level.
- NSQF are defined by the extent of demands made on the learner to acquire professional knowledge, professional skills, core skill and responsibility.
- The individuals can move to higher levels as they acquire new skills and learning.

Level descriptors

- Each level of the NSQF is associated with a set of descriptors made of outcome statements in five domains: a) process; b) professional knowledge; c) professional skill; d) core skill; and e) responsibility.
- Each qualification at the NSQF level may be defined in terms of curriculum, notional contact hours, duration of studies, workload, trainer quality and the type of institution attended.
- Standardization of course contents, syllabus, notional learning time and credit values will become necessary to develop a qualification register (NSQF Register) indicating all qualifications aligned to NSQF levels.

National Higher Education Qualification Framework (NHEQF)

- The objective of NHEQF is to create an integrated national framework for learning outcomes by recognizing and accrediting qualifications offered by different institutions engaged in higher education and skill training in India
- NHEQF can be defined as a comprehensive framework that develops and classifies qualifications based on a set of criteria, approved nationally and comparable with international quality standards, specifies academic levels and learning outcomes and aligned to a credit system based on the time taken and the academic workload of students to complete the study programme.

Scope of NHEQF

- Whether or not NHQEF will be sectoral or leading to NQF
- Would it cover all segments of HE or only of those under UGC?
- The level descriptors of NSQF have already specifies higher education
- How to develop compatibility with these HE descriptors given in NSQF

NHEQF: Principles

- NHEQF is inclusive of all study programmes at higher education level
- NHEQF is based on learning outcomes
- NHEQF is based on Assessment and validation by recognized bodies
- The NHEQ is not an effort to frame uniform curriculum
- Accountability measures are clearly defined under NHEQF
- NHEQF will have commonly agreed upon level descriptors
- NHEQF is based on a credit framework

Implementation Framework

- Strong research to identify what is required in the labor market
- Consultation process
- A secretariat of NHEQF needs to be set up
- Create a body to implement NHEQF

Next steps

- A consultation meeting on NHEQF concept Note
- Setting up of an expert Group to develop NHEQF – level descriptors
- Setting up of a Secretariat to manage the development and implementation of the NHEQF
- Develop a matrix mapping of qualifications certified and the corresponding skills and competencies
- Arrangements for assess and accredit learning outcomes
- Organization of consultation meetings with different stakeholders
- Development of draft version NHEQF
- Discussion on the draft NHEQF
- Approval of the NHEQF by the concerned authorities
- Mechanisms to adapt and adopt the NHEQF in the study programmes offered by institutions and agencies